

AN EVALUATION OF A REMEDIAL SPELLING

PROGRAM IN GRADE III

Mary Isabelle Crawford

1949







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BOSTON UNIVERSITY  
SCHOOL OF EDUCATION

Thesis

AN EVALUATION OF A REMEDIAL SPELLING PROGRAM  
IN GRADE III

Submitted by

Mary Isabelle Crawford

(B. S., Lowell Teachers College, 1941)

In partial fulfillment of requirements for  
the degree of Master of Education

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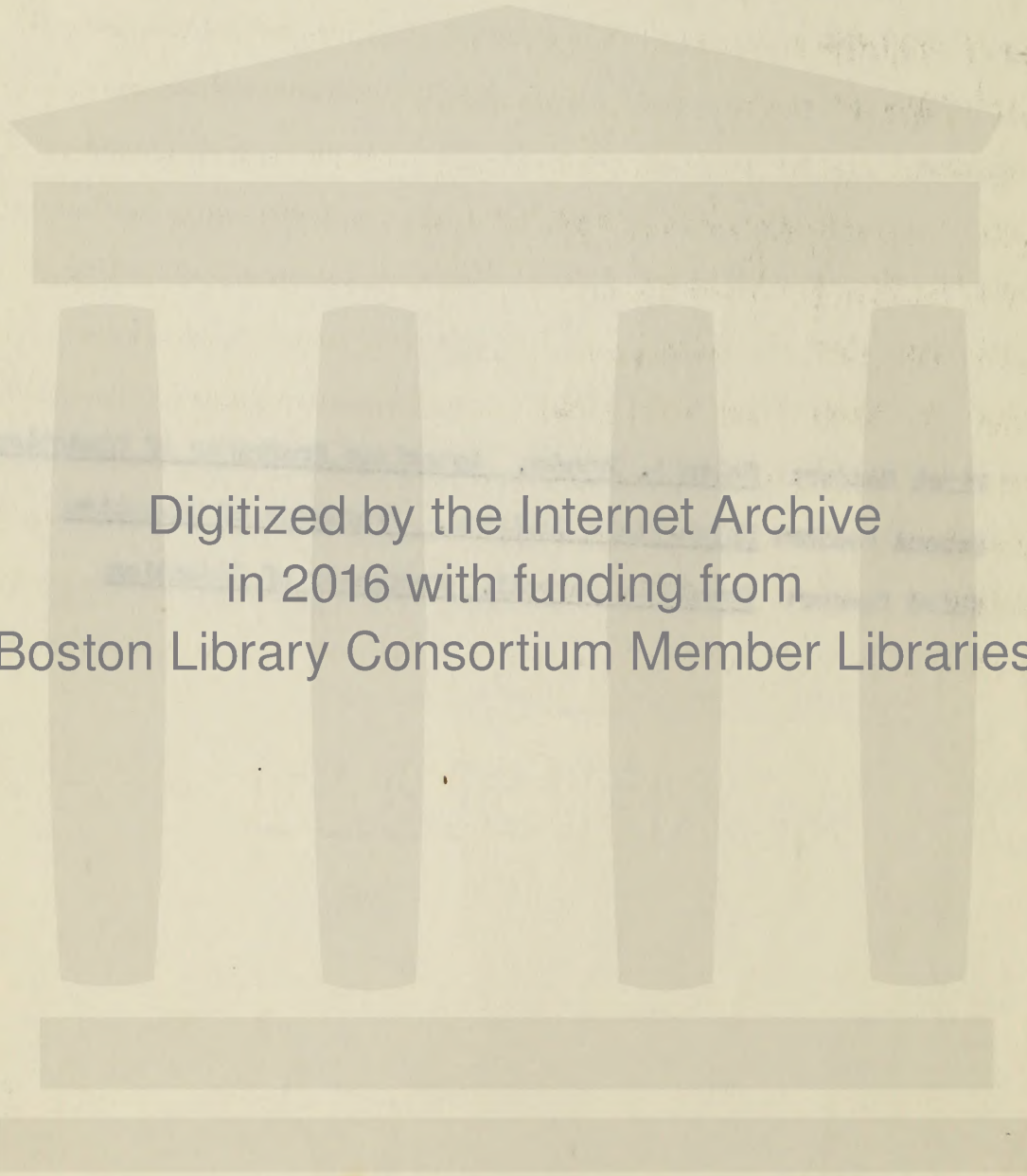
TABLE OF CONTENTS

First Reader: Helen A. Murphy, Associate Professor of Education

Second Reader: Helen Blair Sullivan, Professor of Education

Third Reader: Donald D. Durrell, Professor of Education





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## TABLE OF CONTENTS

	Page
Table of Contents .....	I
Acknowledgements .....	II
Introduction .....	1
Chapter I Summary of Previous Research .....	2
Chapter II Plan of the Study ✓.....	10
Chapter III Analysis of Data .....	30
Chapter IV Summary and Conclusions .....	33
Chapter V Suggestions for Further Study .....	34
Bibliography .....	35
Appendix A Lessons and Exercises.....	
Appendix B Nichols Diagnostic Spelling Tests .....	



TABLE OF CONTENTS

.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	10
.....	11
.....	12
.....	13
.....	14
.....	15
.....	16
.....	17
.....	18
.....	19
.....	20
.....	21
.....	22
.....	23
.....	24
.....	25
.....	26
.....	27
.....	28
.....	29
.....	30
.....	31
.....	32
.....	33
.....	34
.....	35
.....	36
.....	37
.....	38
.....	39
.....	40
.....	41
.....	42
.....	43
.....	44
.....	45
.....	46
.....	47
.....	48
.....	49
.....	50
.....	51
.....	52
.....	53
.....	54
.....	55
.....	56
.....	57
.....	58
.....	59
.....	60
.....	61
.....	62
.....	63
.....	64
.....	65
.....	66
.....	67
.....	68
.....	69
.....	70
.....	71
.....	72
.....	73
.....	74
.....	75
.....	76
.....	77
.....	78
.....	79
.....	80
.....	81
.....	82
.....	83
.....	84
.....	85
.....	86
.....	87
.....	88
.....	89
.....	90
.....	91
.....	92
.....	93
.....	94
.....	95
.....	96
.....	97
.....	98
.....	99
.....	100



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## INTRODUCTION

The purpose of this study was to develop and evaluate a remedial spelling program in the third grade. 1. Nichol's study shows that many difficulties in spelling are because of poor auditory discrimination, poor visual discrimination, or lack of knowledge of word meaning. The exercises for remedial instruction were in relation to -

1. Auditory discrimination
2. Visual discrimination
3. Word meaning

A series of lessons for improving auditory and visual discrimination and to increase knowledge of word meaning in spelling on a third grade level was developed. 1. A Test for the Diagnosis of Spelling Difficulties by Nichols was used for diagnosis of class difficulties. Then the children were grouped according to needs and abilities. Those pupils who had little difficulty followed the regular third grade spelling program but did not receive remedial instruction.

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1/ Nichols, Augusta M., The Construction and Use of a Group Test for the Analysis of Spelling Difficulties, Unpublished Doctor's Dissertation, Boston University, 1947.





## CHAPTER I

## SUMMARY OF PREVIOUS RESEARCH

Spelling is not an ability to be learned in general but a specific, automatic skill in which children require varying degrees of training to fully develop a socially acceptable knowledge of the subject.

Gates 1/ claims that left to his own inclinations the child will not always learn the things that are best for him and is almost certain not to acquire the best method of learning. This is true of spelling as it is notoriously true of typewriting and swimming.

By the time the child has reached grade three he has acquired some ability to read and has some familiarity with sounds. According to Durrell 2/ the fundamental psychological skills underlying reading and spelling are similar. In general, reading ability correlates closely with spelling ability, since skill in word perception is essential if a child is to recall words vividly enough to write them. Poor reading is almost always accompanied by poor spelling. It has been shown by Gates 1/ that difficulties in spelling are associated with those in reading although they are not always identical.

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1/ Gates, Arthur I., The Psychology of Reading and Spelling, Contributions to Education, No. 129, New York: Columbia University, Bureau of Publications, 1922.

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2/ Durrell, Donald D., Improvement of Basic Reading Abilities. Yonkers-on-the-Hudson: World Book Co., 1940.







There is evidence 5/ to show that much of the learning and relearning or prevention of forgetting of spelling comes as a by-product of reading. Some individuals, including many of the better spellers, obtain during ordinary reading, impressions which leave after effects adequate to aid in spelling. A method of teaching spelling in which ability to perceive words during reading in a way beneficial to later spelling would be highly advantageous.

Horn 4/ states that the emphasis in presenting the words should be upon visual imagery. Investigations reveal that visual presentation is an essential part of the methods that give superior results. Poor spellers are relatively deficient in visual imagery.

Junkins 5/ developed visual discrimination in beginning reading and discovered that visual discrimination exercises improved the rate of learning new words. The major outcomes of an investigation by Hartman 6/ proved that spelling is largely dependent upon one special form of visual

3/ Thorndike, E. L., "The Need of Fundamental Analysis of Methods of Teaching." The Elementary School Journal, Vol. 30, Pages 189-191, Nov. 1929

4/ Horn, Ernest, Principles of Methods in Teaching. 18th Yearbook of the National Society for the Study of Education, Bloomington Public School Publishing Company, 1919

5/ Junkins, Kathryn M., The Construction and Evaluation of Exercises for Developing Visual Discrimination in Beginning Reading. Unpublished Master's Thesis, Boston University, 1940.

6/ Hartman, George W., "Relative Influence of Visual and Auditory Factors in Spelling Ability." Journal of Educational Psychology, Vol. 22: pages 691-699, Dec. 1931.







reaction. Because of this close relationship of reading and spelling many children will benefit two-fold from visual perception and auditory discrimination exercises.

The eye is far more important than the ear Almack states, 7/ as the auditory sense is helpful in the spelling of phonetic words but the English language is composed of a large number of non-phonetic words which need visual presentation. First acquaintance may be through audio-viso-hand-motor memory.

Gates 8/ found that the most common cause of misspelling to be in inadequacy of acquaintance with the visual form. Durrell, Sullivan, Murphy, and Junkins in their study 9/ discovered that auditory and visual discrimination exercises improved the rate of learning in reading. Murphy asks 10/ "Would these exercises help children having difficulty in spelling?" Miller built her study 11/ in answer to this question and

7/ Almack, John C., and Staffebach, E.H., "Spelling Diagnosis and Remedial Teaching." Elementary School Journal, Vol. 34, pages 341-350. Jan. 1934.

8/ Gates, Arthur I., The Psychology of Reading and Spelling. Contribution to Education, No. 129, New York: Columbia University, Bureau of Publications, 1922.

9/ Durrell, Donald D., and Sullivan, Helen, Building Word Power. Yonkers-on-the-Hudson: World Book Co., 1941.

10/ Murphy, Helen A., An Evaluation of Exercises for Developing Auditory Discrimination in Beginning Reading. Unpublished Master's Thesis, Boston University, 1940.

11/ Miller, Mary M., Exercises in Auditory and Visual Training as a Means of Increasing Spelling Facility in Grade 3. Service Paper, Boston University, 1945.







found that exercises in auditory and visual training did improve the spelling ability of pupils in grade three. Also Carter's research 12/ proved that visual perception and auditory discrimination are important factors in spelling and in making diagnostic and remedial spelling plans auditory and visual factors must be considered together, as a child giving evidence of inadequate performance in visual perception usually lacks auditory discrimination. Acomb 13/ in his study found that visual and auditory factors are significantly related to spelling ability.

The common methods of teaching spelling previously studied have been variations of the study-test and test-study methods and also the flash card method. Zyve from her investigation of the methods concluded that teacher directed study was more effective than individual study. 14/ In studies comparing flash cards with other methods of studying spelling Gilbert 15/ found that the flash card method was superior. In McCarthy's 16/ study of a comparison of the flash card method with the study-test

12/ Carter, Bernardetta R., Construction of Tests of Visual Perception and Auditory Discrimination. Unpublished Master's Thesis, Boston University, 1941.

13/ Acomb, Allan, A Study of Psychological Factors in Reading and Spelling. Unpublished Master's Thesis, Boston University, 1936.

14/ Zyve, Claire T., An Experimental Study of Spelling Methods. Contributions to Education, No. 466, New York; Columbia University, Bureau of Publications, 1931.

15/ Gilbert, L. O., "Investigation of the Flash Card Method of Teaching Spelling." Elementary School Journal, Vol. 32, pages 337-51, Jan. 1932.

16/ McCarthy, Mary G., Comparisons of Flash Card Method of Teaching Spelling with the Study Test Method. Unpublished Master's Thesis Boston University, 1942.







method there was a difference of 7.73 in favor of the use of flash cards and a critical ratio of 5.25. On the contrary Mundy 17/ discovered the Newlon-Hanna study-test method to be superior.

Remedial work in spelling is needed in the primary grades to prevent further errors and confusions in learning. "Spelling diagnosis is needed when teaching has not succeeded. It may be that the words were too difficult, the method inadequate or the child is deficient in some respect!" 18/

Durrell's 19/ diagnosis of spelling errors includes the following:

1. Lack of knowledge of word to be spelled.
2. Lack of ability to spell by "ear".
3. Lack of ability to transfer from spelling lesson to the written composition.
4. Lack of ability to visualize word elements.

In his plan for remedial study in spelling at the college level Guiler 20/ used the following method -

1. Scientific analysis of words based on both social

17/ Mundy, Rita O. Comparison of Flash Card Method of Teaching Spelling with the Newlon-Hanna Method in Grades Four and Five. Unpublished Master's Thesis, Boston University, 1942.

18/ Almack, John C., and Staffelbach, E.H., "Spelling Diagnosis and Remedial Teaching." Elementary School Journal, Vol. 34, pages 341-50, Jan. 1934

19/ Durrell, Donald D., The Improvement of Basic Reading Abilities. Yonkers-on-the-Hudson: World Book Co., 1940.

20/ Guiler, Walter S., Remedial Spelling Test and Study Book. The Hill-Brown Printing Co., Hamilton, Ohio, 1945.





value and difficulty.

2. Diagnostic testing program.
3. Record difficult words and types of errors.
4. Group for teaching and learning.

Otto 21/ gave special remedial instruction to improve spelling ability in individual pupils. They progressed at their own rate developing the abilities which they lacked. More than 8% of the pupils were able to make measurable gains in spelling ability from September to June. This is more than the gain made by any pupil who had not received remedial instruction therefore the gain must be due to remedial instruction.

Gates 22/ guides in developing a remedial spelling program include -

1. Provide pupils with adequate technique and methods of word study.
2. Encourage independent word study and analysis of words, such as underlining hard parts, pointing out familiar words in longer words, and syllabication.
3. All pupils may not need all of these techniques - seeing word, reinstating the visual form with eyes

21/ Otto, Henry J., "Remedial Instruction in Spelling". Elementary School Journal. Vol. 28, pages 745-47, June 1928.

22/ Gates, Arthur I. and Russel, D. H., Diagnostic and Remedial Spelling Manual. Contributions to Education, No. 692, New York; Columbia University, Bureau of Publications, 1940.







closed, hearing word, pronouncing it, spelling it orally, and writing it.

4. Group drills and contests are less effective than independent activities because spelling difficulties are often highly specific.
5. Repetitions - to be fully learned, many words must re-appear in several different situations.
6. Motivation to effect desire to spell correctly.
7. Provide good visual techniques - important in a language as un-phonetic as English.
8. Provide practice on specific words misspelled in free writing.
9. Intrinsic, fundamental practice materials rather than artificial devices.

In teaching, individual differences must be acknowledged. These differences are to be found as widespread in spelling ability and achievement as in reading and arithmetic accomplishment. "Individual differences in types of learning demand a varying emphasis upon the learning exercise," says Tidyman. 23/

Usually, claims Durrell 24/ spelling should be a small group activity

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23/ Tidyman, Willard, Teaching of Spelling, World Book Co., 1922.

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24/ Durrell, Donald D., The Improvement of Basic Reading Abilities.  
Yonkers-on-the-Hudson: World Book Co., 1940.







since seldom do more than five pupils have similar spelling rates.

The question has often been raised whether it is more efficient to teach individuals simultaneously or to teach individuals. According to Keener 25/ the group method doubtless represents the common practice while the growing tendency is toward the independent plan in which individual instruction is given. This plan has been slightly superior to group instruction. "Common needs should be cared for by teaching in groups but the greatest economy comes from teaching in terms of individual needs and through independent activity", says Almack. 26/

Using these studies as basis for the assumption that visual discrimination and auditory perception and individual training are necessary in teaching a child to spell, the following pages contain exercises to be used as a remedial spelling program in grade three.

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25/ Keener, E. H., Comparison of Group and Individual Methods of Teaching Spelling with Study Test Method. Unpublished Master's Thesis, Boston University, 1942.

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26/ Almack, John C., and Staffelbach, E. F., "Spelling Diagnosis and Remedial Teaching." Elementary School Journal, Vol. 34, pages 341-50, Jan. 1934.







CHAPTER II  
PLAN OF THE STUDY  
PROCEDURE

In order to develop material for the study, a third grade of thirty-one pupils was given the Nichols Diagnostic Spelling Test, Form A. 1/ The words used in the third grade spelling books of Ayer, 2/ Horn-Ashbaugh, 3/ and Newlon-Hanna 4/ were listed alphabetically. Using the results of the test and the list of words selected from the books ninety words were arbitrarily chosen to comprise the spelling list for this study. The words selected for the study occurred either in Nichols Achievement Test, Form A or in two or more of the third grade spelling books studied. Twelve words - ate, babies, blue, coming, could, running, said, sale, there, to, were, + what, where - were included because they had been failed by many members of the class in original stories or in written comprehension based on reading. All the words were checked and found to be in the International Kindergarten Union Vocabulary List. 5/ The list follows -

- 1/ Nichols, Augusta, A Test for the Diagnosis of Spelling Difficulties. Unpublished Master's Thesis, Boston University, 1947.
- 2/ Ayer, Fred C., and Oberholtzer, E. H., and Woody, Clifford, Modern-Life Speller, Bk. III. Yonkers-on-the-Hudson: World Book Co., 1941.
- 3/ Horn, Ernest, and Ashbaugh, Ernest J., Progress in Spelling, Bk. III. J. B. Lippincott Company, 1941.
- 4/ Newlon, Jesse H., and Hanna, Paul R., The Newlon-Hanna Speller, Bk. III. Houghton Mifflin Co., 1938.
- 5/ Child Study Committee of International Kindergarten Union, "A Study of the Vocabulary of Children before Entering the First Grade," 1928.



CHAPTER II

THE STUDY OF THE HISTORY OF THE ENGLISH LANGUAGE

INTRODUCTION

The object of this study is to trace the history of the English language from its earliest beginnings to the present day. It is a study of the changes which have taken place in the language over the centuries, and of the reasons for these changes. The study is divided into two main parts: the first part deals with the history of the language up to the middle of the fifteenth century, and the second part deals with the history of the language from the middle of the fifteenth century to the present day. The first part is divided into three sections: the first section deals with the history of the language from its earliest beginnings to the middle of the thirteenth century, the second section deals with the history of the language from the middle of the thirteenth century to the middle of the fifteenth century, and the third section deals with the history of the language from the middle of the fifteenth century to the middle of the sixteenth century. The second part is divided into two sections: the first section deals with the history of the language from the middle of the sixteenth century to the middle of the eighteenth century, and the second section deals with the history of the language from the middle of the eighteenth century to the present day.

1. The history of the English language from its earliest beginnings to the middle of the thirteenth century.	2. The history of the English language from the middle of the thirteenth century to the middle of the fifteenth century.	3. The history of the English language from the middle of the fifteenth century to the middle of the sixteenth century.	4. The history of the English language from the middle of the sixteenth century to the middle of the eighteenth century.	5. The history of the English language from the middle of the eighteenth century to the present day.
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## WORD LIST

	Ayer	Horn- Ashbaugh	Newlon- Hanna	Nichols	I.K.U.
always		x	x	x	x
answer		x	x	x	x
ate				x	x
aunt	x	x	x		x
babies			x		x
back	x			x	x
bare				x	x
bear	x			x	x
blew				x	x
blue	x				x
bought		x		x	x
brake				x	x
break	x		x		x
build	x		x	x	x
catch	x	x	x		x
cent	x	x		x	x
coming	x				x
could	x				x
dancing				x	x
eight	x	x	x		x
face			x	x	x
families				x	x
flower				x	x





	Ayer	Horn- Ashbaugh	Newlon- Hanna	Nichols	I.K.U.
friend	x		x	x	x
friendly				x	x
going	x		x		x
having	x	x			x
hear				x	x
heard				x	x
here				x	x
hour				x	x
hungry				x	x
knew	x	x			x
knock			x	x	x
late	x	x	x	x	x
learn	x	x	x		x
living			x	x	x
malding		x	x		x
means		x	x		x
move	x	x	x		x
moving		x		x	x
new				x	x
night	x	x		x	x
note				x	x
number	x	x	x		x
our				x	x
own		x	x		x







	Ayer	Horn- Ashbaugh	Newlon- Hanna	Nichols	I.K.U.
pair	x	x		x	x
passing				x	x
peace				x	x
pencil	x	x			x
piece		x	x		x
pleased				x	x
quarter				x	x
quick	x			x	x
right	x	x	x		x
running			x		x
said			x		x
sail				x	x
sale				x	x
saving					x
sea			x	x	x
second	x	x		x	x
see	x		x		x
sent				x	x
snow	x		x	x	x
son				x	x
stopped			x	x	x
straight				x	x
than	x	x			x
there				x	x





	Ayer	Horn- Ashbaugh	Newlon- Hanna	Nichols	I.K.U.
their	x	x			x
they	x	x			x
those	x	x	x	x	x
to					x
too				x	x
trying	x			x	x
two				x	x
watch	x	x	x		x
wear		x		x	x
were	x				x
what	x				x
where	x	x	x	x	x
which	x				x
who	x	x			x
would		x		x	x
wrapped	x			x	x
write	x			x	x
yellow	x		x	x	x

A teaching period of nine weeks was decided upon. Two words a day were taught according to the flash card method. Then each word was dictated in a sentence. Words necessary in building the sentences were taken from words commonly used by the pupils in original stories and in written comprehension based on reading. Care was taken not to introduce "difficult"





words or those above third grade level. Following the teaching period remedial exercises were given to those pupils who needed special instruction in visual discrimination, auditory discrimination and word meaning. On the fifth day of the week, following the ten minute teaching period, the ten words of the week were dictated. Every fifth week was spent in review. The words taught are organized into teaching units, including the sentences for dictation. The week and day of presentation are also indicated. Specific lessons for each unit are to be found in the appendix.

### FIRST WEEK

#### First Day

answer  
number

What is the answer?  
Ten is a number.

#### Second Day

cent  
sent

I had one cent.  
Mother sent me to the store.

#### Third Day

second  
right.

He is in the second grade.  
The answer is right.

#### Fourth Day

eight  
ate

Mary ate an apple.  
I saw eight boys playing.

#### Fifth Day

quarter  
saving

Dad gave me a quarter.  
John is saving dimes.

### SECOND WEEK

#### First Day

aunt  
babies

Do you have an aunt?  
The babies are crying.

#### Second Day

friend  
friendly

Dick is a friendly boy.  
It is fun to play with a friend.





Third Day

living  
new

Aunt Jane is living with us.  
Bob has a new hat.

Fourth Day

families  
knew

How many families live there?  
He knew the answer.

Fifth Day

son  
bear

He has a son.  
The bear ran into the woods.

THIRD WEEKFirst Day

pencil  
write

Put the pencil on your desk.  
Write with your pen.

Second Day

learn  
passing

We come to school to learn.  
The boys are passing the paper.

Third Day

here  
hear

Put the book here.  
I can hear the bell.

Fourth Day

catch  
quick

Try to catch the ball.  
Don is quick on his geet.

Fifth Day

break  
piece

Do not break the plate.  
He ate a piece of cake.

FOURTH WEEKReviewFirst Day

Fifteen words dictated, selected from the thirty





words taught during the past three week period. Word pronounced, given in a sentence, then pronounced again before children wrote word.

saving	Jane is <u>saving</u> her pennies.	saving
right	Put the pencil in your <u>right</u> hand.	right
ate	He <u>ate</u> the apple.	ate
quarter	A <u>quarter</u> is worth twenty-five cents.	quarter
sent	Aunt Mary <u>sent</u> me a letter.	sent
number	What is the <u>number</u> of your house?	number
aunt	I visited my <u>aunt</u> .	aunt
friend	Bobby is my <u>friend</u> .	friend
living	We are <u>living</u> in the country.	living
new	Mother has a <u>new</u> hat.	new
bear	We saw a <u>bear</u> at the zoo.	bear
piece	May I have a <u>piece</u> of cake?	piece
quick	Run to the store. Be <u>quick</u> .	quick
here	Put your coat <u>here</u> .	here
write	<u>Write</u> a letter to me.	write

### Second Day

Study period. Children studied words failed.

1. Pupils found word on blackboard.
2. Closed eyes, spelled word to self.
3. Opened eyes and looked at word on board to see if it had been spelled correctly.
4. Wrote word on paper without looking at board.
5. Repeated above until word was written correctly three times.
6. Checked written word each time to be sure it was written correctly.
7. Teacher heard pupils spell words studied.

### Third Day

Fifteen remaining words were dictated.

son	That boy is my <u>son</u> .	son
knew	He <u>knew</u> the answer.	knew
families	Two <u>families</u> were having a picnic.	families
babies	The <u>babies</u> were asleep.	babies
answer	Please <u>answer</u> my letter.	answer
cent	Jack lost one <u>cent</u> .	cent





second	Betty is the <u>second</u> person in line.	second
eight	There are <u>eight</u> pieces of paper.	eight
learn	You should <u>learn</u> to tell time.	learn
passing	We will soon be <u>passing</u> by the fire station.	passing
hear	Did you <u>hear</u> a noise?	hear
catch	<u>Catch</u> this ball with one hand.	catch
break	Do not <u>break</u> your glasses.	break

#### Fourth Day

Study period. Children studied words failed.

Words studied as on second day.

#### Fifth Day

List of fifteen words selected from words commonly misspelled in previous lessons dictated to group.

#### FIFTH WEEK

##### First Day

wrapped  
going

Mother wrapped the gift.  
The girl is going home.

##### Second Day

knock  
brake

Do not knock on the door.  
The brake stops the car.

##### Third Day

running  
sail

Six boys were running a race. The children were dancing.  
The boat has one big white sail. The bus stopped.

##### Fourth Day

dancing  
stopped

##### Fifth Day

peace  
straight

We want peace.  
Can you make a straight line?







SIXTH WEEKFirst Day

their  
there

Their hands are clean.  
Sit over there.

Third Day

said  
could

He said that he was going.  
Ben could run fast.

Fifth Day

see  
blew

Did you see it?  
The wind blew the paper.

Second Day

pleased  
they

Mother was pleased.  
Where are they?

Fourth Day

heard  
what

I heard a knock.  
What is it?

SEVENTH WEEKFirst Day

move  
moving

Did you move the table?  
The moving truck stopped.

Third Day

trying  
watch

The baby is trying to walk.  
Her mother will watch her.

Fifth Day

hungry  
snow

Playing makes children hungry.  
Boys like to make snow balls.

Second Day

means  
would

Do you know what the teacher  
means?  
Dick would like to go to  
the ball game.

Fourth Day

who  
own

Who went to the store?  
Do you own this pencil?

Page 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

Section 12

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EIGHTH WEEKReviewFirst Day

Fifteen words dictated, selected from the thirty words taught during the past three week period. Word pronounced, given in a sentence, then pronounced again before the children wrote word.

blew	The wind <u>blew</u> very hard.	blew
what	<u>What</u> did you say?	what
said	I heard what he <u>said</u> .	said
pleased	Jack was <u>pleased</u> with his new dog.	pleased
their	Where are <u>their</u> coats?	their
wrapped	He <u>wrapped</u> the package in brown paper.	wrapped
brake	Dad <u>stepped</u> on the <u>brake</u> .	brake
dancing	Susan likes <u>dancing</u> lessons.	dancing
peace	Have <u>peace</u> . Don't fight.	peace
straight	Dick has a <u>straight</u> back.	straight
snow	The <u>snow</u> is very deep.	snow
own	Do you <u>own</u> a cat?	own
watch	<u>Watch</u> out crossing the street.	watch
means	A green light <u>means</u> go.	means
move	Please <u>move</u> that plant.	move

Second Day

Study period. Children studied words failed.

1. Pupils found word on blackboard.
2. Closed eyes, spelled word to self.
3. Opened eyes, and looked at word on board to see if it had been spelled correctly.
4. Wrote word on paper without looking at board.
5. Repeated above until word was written correctly three times.
6. Checked written word each time to be sure it was written correctly.
7. Teacher heard pupils spell words studied.

Third Day

Fifteen remaining words dictated.

stopped	He <u>stopped</u> the car.	stopped
---------	----------------------------	---------





sail	That boat has only one <u>sail</u> .	sail
running	The boys were running down the <u>street</u> .	running
knock	<u>Knock</u> on the door.	knock
going	Where are you <u>going</u> ?	going
hungry	Are you <u>hungry</u> ?	hungry
who	Do you know <u>who</u> owns this book?	who
trying	He is <u>trying</u> to study.	trying
would	He <u>would</u> like to go, too.	would
moving	When are you <u>moving</u> ?	moving
see	Did you <u>see</u> my hat?	see
heard	Dick <u>heard</u> a robin singing.	heard
could	Mother said that Bill <u>could</u> go.	could
they	Where are <u>they</u> ?	they

#### Fourth Day

Study period. Children studied words failed.  
Words studied as on second day.

#### Fifth Day

List of fifteen words selected from words commonly misspelled in previous lessons dictated.

### NINTH WEEK

#### First Day

build  
coming

The boys will build a hut.  
Who is coming to the party?

#### Third Day

were  
hour

Were you late for school?  
Come home in an hour.

#### Fifth Day

our  
note

This is our house.  
The teacher gave me a note.

#### Second Day

sale  
quite

The house is for sale.  
It is quite near my house.

#### Fourth Day

sea  
blue

A boat is sailing on the sea.  
My aunt owns a blue car.





TENTH WEEKFirst Day

making  
yellow

What are you making?  
The yellow light says look out.

Third Day

than  
to

Dick is taller than Tom.  
Jack ran to school.

Fifth Day

always  
late

Always do what mother says.  
Were you late for school?

Second Day

night  
which

We go to sleep at night.  
Which game do you want to play

Fourth Day

two  
too

The baby is too small to play.  
He is two years old.

ELEVENTH WEEKFirst Day

where  
bought

Where are you going?  
Jack bought a red ball.

Third Day

having  
wear

We are having lunch.  
Wear your rubbers.

Fifth Day

face  
bare

Did you wash your face?  
In the winter the trees are bare.

Second Day

flower  
those

A rose is a flower.  
Put those books on the desk.

Fourth Day

back  
pair

Do you have a straight back?  
Sally has a pair of new shoes.





TWELTH WEEKReviewFirst Day

Fifteen words dictated. Words selected from the thirty words taught during the past three week period.

note	Put the <u>note</u> on my desk.	note
blue	Mary's dress is <u>blue</u> .	blue
hour	There are sixty minutes in an <u>hour</u> .	hour
sale	Soap is on <u>sale</u> .	sale
coming	Mother is <u>coming</u> .	coming
face	Be sure to wash your <u>face</u> .	face
back	Put the book <u>back</u> on the shelf.	back
having	We are <u>having</u> ice cream at the party.	having
flower	Put the <u>flower</u> in the vase.	flower
where	<u>Where</u> is your paper?	where
always	<u>Always</u> put your things away.	always
two	I have <u>two</u> pencils.	two
than	I would rather write with pen <u>than</u> pencil.	than
night	The <u>night</u> is dark.	night
making	Betty is <u>making</u> a doll's dress.	making

Second Day

Study Period. Children studied words failed.

Directions, as Eighth week, second day.

Third Day

Fifteen remaining words dictated..

bare	A boy was walking in his <u>bare</u> feet.	bare
those	<u>Those</u> are the books that I want.	those
pair	I have a <u>pair</u> of new gloves.	pair
bought	Jim <u>bought</u> some candy.	bought
wear	Be sure to <u>wear</u> your rubbers.	wear
late	Don't be <u>late</u> for school.	late
too	There are <u>too</u> many pieces of paper.	too
which	<u>Which</u> one do you want?	which
yellow	The little chicken is <u>yellow</u> .	yellow
to	Go <u>to</u> the store..	to
our	Have you seen <u>our</u> dog?	our





sea	Sailors go sailing on the <u>sea</u> .	sea
were	<u>Were</u> you there?	were
quite	He is not <u>quite</u> ready.	quite
build	The men are going to <u>build</u> a new house.	build

Fourth Day

Study period as second day. Children studied words failed.

Fifth Day

List of fifteen words selected from words commonly misspelled in previous lessons dictated.

Remedial exercises of the following types were developed -

✓ WORD MEANING

Words selected from a list to complete sentences.

Words classified under certain headings.

Words and phrases matched according to meaning.

Paragraphs rewritten using different words of similar meaning.

Opposites of words listed.

Incorrect words in a sentence or paragraph crossed out.

New words made by adding endings.

AUDITORY DISCRIMINATION

Pupils listened for words beginning with certain sounds.

Pupils listened for words that rhyme.





Pupils listened to words to discover how many began or ended alike.

Pupils wrote phonetic words from dictation.

Pupils wrote parts of words indicated.

### VISUAL DISCRIMINATION

Pupils found flashed word in a list and circled it.

Pupils selected rhyming words containing certain letters.

Pupils found letters or words that looked like one indicated.

The complete manual of exercises will be found in the appendix.

The sample lesson below illustrates the general method used.

### SAMPLE LESSON

Word to be studied shown on card (3" - 12")

Teacher - "This word says "answer".

Card held so that all children can see the word during the discussion of the meanings.

Teacher - "Have you ever given an answer to anything?" "What?"

Answer a letter.

Answer a question that the teacher has asked.

Answer an arithmetic example or problem.

Teacher - "Can you use the word answer in a sentence?"

Children give at least three different sentences.





Teacher - "How many parts do you hear in "answer"?"

Two. "What are they?" "an - ser"

\* "Spell answer out loud in parts." a-n s-w-e-r

Teacher - "Now look at the card. Close your eyes. Spell answer to yourself."

"Open your eyes. Look at the word on the card. Did you spell answer correctly?"

Teacher - "Write answer on your paper without looking at the card."

Now look at the card. Did you write answer correctly?

If you didn't fix it so that it is right."

Teacher - "look at the card again." (Repeat from \* twice. Word written correctly three times. Be sure to cover each word after it has been written so that it will not be copied.) ✓

Second word studied.

Teacher - "This word says "number". (Word held on card 3" - 12") so all could see it.)

Teacher - "What is a number?"

\*Name some numbers."

"Where have you seen numbers used?"

On houses, clocks, road signs, number plates.

Teacher - "Can you use the word number in a sentence?"

Children give at least three sentences using the word number.





Teacher - "How many parts do you hear in " number"?

Two. "What are they?" "num - ber"

\* Spell number out loud in parts." n-u-m b-e-r"

Teacher - "Now look at the card. Close your eyes. Spell number to yourself."

"Open your eyes. Look at the word on the card. Did you spell number?"

Teacher - "Write number on your paper without looking at the card."

"Now look at the card. Did you write number correctly?"

If you didn't, fix it so that it is right."

Teacher - "Look at the card again." (Repeat from \* twice. Word written correctly three times. Be sure to cover each word after it has been written so that it will not be copied.)

The above lesson was followed by group work for instruction in word meaning, auditory discrimination or visual discrimination.

An example of a lesson in auditory discrimination follows -

Teacher - "Listen to these words -

nine nail need nickel

"What is the first sound?" "What letter is it?"

"What numbers can you think of that begin with n?"

nine ninety nineteen

Teacher - "Listen. When you hear n at the beginning of a word clap your hands."

foot does needle look necktie





children      neighbors      now      mother      no  
 look      nice      came      naughty      mouse

A sample lesson planned to improve visual discrimination follows-

# DIRECTIONS

In each box, find two letters that look just alike.

Draw a line from one to the other. Be sure to draw

lines between all the letters that are just alike.

b	d	m	n	i	i	f	f
d	b	n	m	j	j	t	t

b	b	a	o	c	c	q	g
o	o	o	a	e	e	q	g

m	w	d	d	h	b	l	t
w	m	p	p	b	h	l	t

n	n	p	g	r	s	f	l
r	r	p	g	s	r	f	l

The following exercise in word meaning was given to those pupils who attained low scores on the Nichols Word Meaning Test.

# DIRECTIONS

Fill in the blanks with the right words from this list.

... ..  
... ..  
... ..

A sample is given of the ... ..

...

... ..

... ..

... ..

... ..

... ..

... ..

... ..

... ..

... ..

... ..

... ..

... ..

The following ... ..

... ..

...

... ..



quarter

saving

cent

number

sent

right

ate

1. Jane is \_\_\_\_\_ her pennies.
2. She wants a \_\_\_\_\_ for her twenty-five pennies.
3. \_\_\_\_\_ the words on your paper.
4. Mother \_\_\_\_\_ me to the store.
5. The answer was \_\_\_\_\_.

At the conclusion of the twelfth week the Nichols Diagnostic Spelling Test Form B was given. The results of the tests were analyzed and are presented in the next chapter.





## CHAPTER III

## THE ANALYSIS OF DATA

The purpose of this study was to develop and evaluate exercises to be used in a remedial spelling program in the third grade. Pupils who received low scores on Nichols Diagnostic Spelling Test, Form A were given remedial instruction in the areas in which they were deficient.

Table I shows the total number of pupils deficient in each area.

TABLE I  
SPELLING DEFICIENCIES

Areas	Meaning	Visual Discrimination	Auditory Discrimination
No. of pupils	10	11	13

The table shows a total of ten children who were deficient in meaning, eleven in visual discrimination and thirteen in auditory discrimination.

Table II shows the number of pupils deficient in one or more areas.

TABLE II  
AREAS OF DEFICIENCY

Areas	Meaning, Visual, Auditory	Auditory, Visual	Visual, Meaning	Auditory, Meaning	Auditory	Mean- ing
No. of pupils	4	4	3	2	3	1





The table above shows that four children were deficient in all areas, four in auditory and visual only, three in visual and meaning only, two in auditory and meaning only, three in auditory only, and one in meaning only. Fourteen pupils needed no remedial instruction, but followed the spelling program without remedial instruction.

Table III shows the comparison of spelling achievement in January and May.

TABLE III  
SPELLING ACHIEVEMENT

Date	No. pupils	Mean	S.D.	S.E.M.	Diff.	S.E. of Diff.	C.R.
Jan. '48	31	23.48	9.81	1.76	6.78	2.24	3.00
May '48	31	30.26	7.77	1.39			

The mean score in May was 30.26 compared with 23.48 in January. The critical ratio of 3.00 showed this difference to be statistically significant

TABLE IV  
WORD MEANING SCORES

Date	No. pupils	Mean	S.D.	S.E.M.	Diff.	S.E. of Diff.	C.R.
Jan. '48	31	62.39	7.56	1.36	15.09	2.70	5.68
May '48	31	77.48	13.02	2.34			

The mean score in May was 77.48 compared with 62.39 in January. The critical ratio of 5.68 showed this difference to be statistically significant.







Table V shows the comparison of the scores on Visual Discrimination Tests.

TABLE V  
VISUAL DISCRIMINATION SCORES

Date	No. pupils	Mean	S.D.	S.E.M.	Diff.	S.E. of Diff.	C.R.
Jan. '48	31	16.16	6.06	1.09	16.44	1.52	10.7
Jan. '48	31	33.05	5.97	1.07			

The mean score in May was 33.05 compared with 16.16 in January. The critical ratio of 10.7 shows this difference to be statistically significant.

Table VI shows the comparison of the scores on Auditory Discrimination Tests.

TABLE VI  
AUDITORY DISCRIMINATION SCORES

Date	No pupils	Mean	S.D.	S.E.M.	Diff.	S.E. of Diff.	C.R.
Jan. '48	31	14.19	5.91	1.06	9.87	1.46	6.84
May '48	31	24.05	5.64	1.01			

The mean score in May was 24.05 compared with 14.19 in January. The critical ratio of 6.84 showed this difference to be statistically significant.





## CHAPTER IV

## SUMMARY AND CONCLUSIONS

The purpose of this study was to develop a remedial spelling program for grade three. The difficulties to overcome were those based on auditory discrimination, visual discrimination and knowledge of word meaning.

The exercises covered a twelve week period. Two forms of a diagnostic spelling test were given, one before the program was started, and one following the teaching period.

## Conclusions -

1. The program was effective in improving the spelling of the thirty-one children included in the group study. The gain in spelling achievement was statistically significant.
2. Training in word meaning, visual discrimination, and auditory discrimination resulted in improvement in each of these areas. These gains were statistically significant.

CHAPTER IV

THE STUDENT AND THE TEACHER

The purpose of this study was to develop a practical method

known for grade seven. The objective of this study was to

as well as to determine the effect of the method on the

method of the student and the teacher.

The student was given a twelve week period. The teacher

the teacher was given a twelve week period. The teacher

the teacher was given a twelve week period. The teacher

Conclusion -

1. The student was effective in learning the spelling of the

thirty-one letters included in the study group. The data

in spelling achievement was statistically significant.

2. The teacher was effective in learning the spelling of the

thirty-one letters included in the study group. The data

in spelling achievement was statistically significant.



## CHAPTER V

## SUGGESTIONS FOR FURTHER STUDY

1. To use the remedial exercises on a larger population.
2. To use the same type of remedial exercises over a longer period of time.
3. To evaluate similar remedial programs in spelling on other grade levels.
4. To evaluate the program with other spelling methods.
5. To determine what remedial devices are most effective in overcoming difficulties.
6. To determine whether spelling difficulties are more common among boys or girls.

CHAPTER 7

CONSTITUTIONAL HISTORY

1. The British constitution is a historical development.

2. The British constitution is a historical development.

3. The British constitution is a historical development.

4. The British constitution is a historical development.

5. The British constitution is a historical development.

6. The British constitution is a historical development.

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12. The British constitution is a historical development.

13. The British constitution is a historical development.

14. The British constitution is a historical development.

15. The British constitution is a historical development.



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# APPENDIX A

1. Read aloud on a card 3" by 12".

Card held so that all children can see the word.

"This sign says \_\_\_\_\_"

2. Identification of the meaning of the word.

"What \_\_\_\_\_ is a \_\_\_\_\_?"

3. Word divided into parts.

## APPENDIX A

"The word \_\_\_\_\_ is made of \_\_\_\_\_"

"What are they?"

"What if the word was \_\_\_\_\_?"

4. Word written.

a. Colored ink on card.

b. Chalk on blackboard. Again word in air.

c. Sand on blackboard.

d. Word on paper without looking at card.

e. Words written on card with word on the card and word written

on card.

f. Word written on card so that word has been written thirty times.

5. Imitation of sentence.

"In your book write these sentences. Listen to the sentences

first. Then I will say the sentence again. Then you write

the sentence." (In case of written paper use top of page.)





PLAN FOR TEACHING WORDS

I Word shown on a card 3" by 12".

Card held so that all children can see the word.

"This word says \_\_\_\_\_."

II Discussion of the meanings of the word.

"Use \_\_\_\_\_ in a sentence."

III Word divided into parts. (syllables)

"How many parts do you hear in \_\_\_\_\_?"

"What are they?"

"Spell the word out loud in parts."

IV Word studied.

1. Children look at word.
2. Close eyes. Spell word to self. <sup>yes</sup>
3. Look at card again.
4. Write word on paper without looking at card.
5. Compare written word with word on the card and make necessary corrections.
6. Repeat above twice so that word has been written three times.

V Dictation of sentences.

"On your paper write these sentences. Listen to the sentences first. Then I shall say the sentence again. Then you write the sentence." (Be sure all practice papers are out of sight.)





FIRST WEEKMONDAY

1. Words to be taught according to PLAN FOR TEACHING WORDS.

answer

number

2. Sentences for dictation.

Ten is a number.

What is the answer?

Auditory Discrimination Lesson

"Listen to these words -

nine nail need nickel

"What is the first sound?"

"What numbers can you think of that begin with "n"?

nine nineteen ninety ninety-one ninety-two

"Listen, when you hear "n" at the beginning of a word, clap your hands."

foot does needle book necktie

children neighbors now

"Listen to these words that begin like boy."

book billoon ball bag bunny

"Say these words after me."

box band basket belt beans berries

"Name some vegetables that begin with b."

beets beans

"Name some fruits that begin with b."

bananas blueberries

"Can you think of some other words that begin with b?" List on board.

100-100000

1. There is no further action to be taken.

2. There is no further action to be taken.

3. There is no further action to be taken.

4. There is no further action to be taken.

5. There is no further action to be taken.

6. There is no further action to be taken.

7. There is no further action to be taken.

8. There is no further action to be taken.

9. There is no further action to be taken.

10. There is no further action to be taken.

11. There is no further action to be taken.

12. There is no further action to be taken.

13. There is no further action to be taken.

14. There is no further action to be taken.

15. There is no further action to be taken.

16. There is no further action to be taken.

17. There is no further action to be taken.

18. There is no further action to be taken.

19. There is no further action to be taken.

20. There is no further action to be taken.

21. There is no further action to be taken.

22. There is no further action to be taken.

23. There is no further action to be taken.

24. There is no further action to be taken.

25. There is no further action to be taken.

26. There is no further action to be taken.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Directions

In each box find two letters that look just alike. Draw a line from one to the other.

Be sure to draw lines between all the letters that are just alike.

b	d
d	b

m	n
n	m

i	i
j	j

f	f
t	t

b	b
o	o

q	o
o	q

c	c
e	e

q	g
q	g

m	w
w	m

d	d
p	p

h	b
b	h

l	t
l	t

n	n
r	r

p	q
p	q

r	s
s	r

f	l
f	l

Be sure to draw lines between all the letters that are just alike.  
Draw a line from one to the other.  
The each box find the letters that look just

b	d	m	n	l	i	t	f
d	b	n	m	i	l	f	t
a	o	d	o	e	c	p	j
o	a	o	d	e	c	p	j
w	m	b	a	d	h	i	e
m	w	a	b	h	i	e	
u	o	p	f	k	s	v	e
o	u	f	p	s	k	v	e



Name \_\_\_\_\_

Date \_\_\_\_\_

1. Write the number that tells how old you are. \_\_\_\_\_
2. Write the number of your house. \_\_\_\_\_
3. Write the number that tells how many brothers you have. \_\_\_\_\_
4. Write the number that tells how many sisters you have. \_\_\_\_\_
5. Write all the numbers from 1 to 20.  
\_\_\_\_\_
6. What is the answer to this?—

Two girls and five girls were on the playground. How many children were on the playground altogether?





FIRST WEEKTUESDAY

1. Words to be taught according to PLAN FOR TEACHING WORDS.

cent

sent

2. Sentences for dictation.

Mother sent me to the store.

I had one cent.

Auditory Discrimination Lesson

"Listen to these words."

fun fat foot fall

"What is the first sound?"

"Say these words after me."

fork five fix for funny

"What words do you know that begin with f?"

List on board as children say words.

"Listen to these words that begin with h .

hands hat head handkerchief house

"Do you know any children whose names begin with h?"

List on board as children give names.

"Listen carefully. Clap your hands when you hear a

word that does not begin like hands."

hurt help hair happy finger hammer



EAGLE-A

THOMAS BORDO

JOHN D. BORDO



Name \_\_\_\_\_ Date \_\_\_\_\_

## Directions:

In each box draw a ring around the two letters that look just alike. Be sure that you put a ring around all the letters that look alike.

b-d	f-d
d-d	b-b

m-m	h-n
n-h	h-h

c-o	c-c
o-o	a-c

l-t	f-l
f-f	t-l

s-b	r-r
b-r	n-n

g-q	q-q
f-q	p-p

w-m	w-v
m-m	w-w

a-o	c-o
a-d	o-d

k-k	t-k
h-n	t-t

u-v	v-w
u-u	w-w

j-i	i-i
l-i	j-j

z-z	s-s
s-z	s-r

q-p	q-q
p-q	q-q

m-n	n-n
h-m	h-h

r-s	s-t
r-r	s-z

e-c	t-f
e-e	g-g

i-j	i-l
i-i	l-l

d-b	p-b
p-p	d-d

k-b	d-e
k-k	n-o

x-x	y-y
v-v	x-x





Name \_\_\_\_\_ Date \_\_\_\_\_

1. In this space make a picture of a cent. Make the picture of something that you can buy for a cent.

2. In this space make a picture of -  
Mother sent me to the store.

The first part of the paper is devoted to a general discussion of the problem.

It is shown that the problem is of great importance in the theory of...

The second part of the paper is devoted to a detailed analysis of the...

It is shown that the problem is of great importance in the theory of...

The third part of the paper is devoted to a detailed analysis of the...

It is shown that the problem is of great importance in the theory of...

The fourth part of the paper is devoted to a detailed analysis of the...

It is shown that the problem is of great importance in the theory of...

The fifth part of the paper is devoted to a detailed analysis of the...

It is shown that the problem is of great importance in the theory of...

The sixth part of the paper is devoted to a detailed analysis of the...

It is shown that the problem is of great importance in the theory of...

The seventh part of the paper is devoted to a detailed analysis of the...

It is shown that the problem is of great importance in the theory of...



FIRST WEEKWEDNESDAY

1. Words to be taught according to PLAN FOR TEACHING WORDS.

second

right

2. Sentences for dictation.

He is in the second grade.

The answer is right.

Auditory Discrimination Lesson

"Say these words after me."

game      give      girl      gum

"What is the first sound in all these words?"

"Who can think of some other words that begin with g?"

List words on blackboard as children give them.

"Listen to these words that begin like candy."

cook      come      cousin      cake

Words written on the board as they are said.

"What sound do these words begin with?"

"Who can name some things to eat that begin with c?"

"Listen, say these words after me."

look      let      lost      live

"What sound do they begin with?"

"Listen carefully. Clap your hands when you hear a word that does not begin with l."

lamb      letters      laugh      have      long      living

1. There is no doubt as to the fact that...

which

which

2. The same is true of the...

3. It is in the...

4. The same is true...

THEORY OF THE...

"The first part of the...

...the first part...

"The first part of the...

"The first part of the...

"The first part of the...

"The first part of the...

"The first part of the...

"The first part of the...

"The first part of the...

"The first part of the...

"The first part of the...

"The first part of the...

"The first part of the...

"The first part of the...

"The first part of the...

"The first part of the...



Name \_\_\_\_\_

Date \_\_\_\_\_

## Directions

1. Put a ring around s each time you find it.

c s r s o

s e o s r

s c s r e

d s r e s

2. Put a ring around d each time you find it.

d b d p q

q d b d g

b d d h d

d h b q d

Date

Directions

Put a ring around each letter you

find it.

c	e	r	s	o
e	e	o	e	r
s	e	e	r	e
e	s	r	e	e

Put a ring around each letter

you find it.

b	d	a	q	p
p	b	d	b	p
a	b	b	d	b
b	d	a	p	b



Name \_\_\_\_\_

Date \_\_\_\_\_

1. Put a ring around the second number below.

5      10      15      20      25

2. Put a ring around the right answer.

$$\begin{array}{r} 4 \\ +4 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 4 \\ +4 \\ \hline 9 \end{array}$$

3. Put a ring around a word that means the same as cent.

dime      nickel      penny      quarter

4. Put a ring around the word that is spelled right.

anawer      onser

5. Put a ring around the word that means something is correct.
- write      right

Put a ring around the right corner

number below

2 10 20 25

Put a ring around the right corner

number below

2 10 20 25

Put a ring around the right corner

25

Put a ring around the right corner

number below

2 10 20 25

Put a ring around the right corner

number below

2 10 20 25

Put a ring around the right corner

number below



FIRST WEEKTHURSDAY

1. Words to be taught according to PLAN FOR TEACHING WORDS.

eight

ate

2. Sentences for dictation.

Mary ate an apple.

I saw eight boys playing tag.

Auditory Discrimination Lesson

A "listening test."

"Write the first sound that you hear in \_\_\_\_\_."

fat

cook

boat

money

hear

birds

gun

gave

cook

fish

1944-1945

1946-1947

1. Number of the report submitted to the Commission

1948

1949

2. Name of the author

1950

3. Date of the report

1951-1952

1953-1954

4. Title of the report

1955-1956  
1957-1958  
1959-1960  
1961-1962  
1963-1964  
1965-1966

1967

1968

1969

1970

1971



Name \_\_\_\_\_

Date \_\_\_\_\_

## Directions

In each row draw a ring around the letters that are just like the first letter.

m m n h w m v w m n m

d b d p d g d b p d b

c o c c e c c o a o o

f f k h f t h f k f t

r s n s r n r u n r n

l l i l t l k j l t k

v w v y v w n v u v y

g p g q d g p q g d g

n n m t n n o m h m r

a o a s d e o e a o c





Name \_\_\_\_\_ Date \_\_\_\_\_

## Directions

- Fill in the blanks with the right word from this list.

quarter      number

saving      sent

cent      right

ate

1. Jane is \_\_\_\_\_ her pannico.
2. She wants a \_\_\_\_\_ for her twenty-five pennies.
3. \_\_\_\_\_ the words on your paper.
4. Mother \_\_\_\_\_ me to the store.
5. The answer was \_\_\_\_\_.





FIRST WEEKFRIDAY

1. Words to be taught according to PLAN FOR TEACHING WORDS.

quarter

saving

2. Sentences for dictation.

Dad gave me a quarter.

John is saving dimes.

Dictation of Words of the week.

"Today we are going to write the words that we have been studying this week. Listen to the word. Then to the sentence. Then to the word again. Then write the word. Be sure to listen for the word the second time."

answer	Is the <u>answer</u> right?	answer
number	<u>Number</u> the words on your paper.	number
cent	The gum cost one <u>cent</u> ,	cent
sent	Dick <u>sent</u> a letter to his uncle.	sent
right	Put your pencil in your <u>right</u> hand,	right
eight	Mary has <u>eight</u> dolls.	eight
quarter	The store man gave me a <u>quarter</u> in change.	quarter.
saving	Are you <u>saving</u> your pennies?	saving
ate	The dog <u>ate</u> the piece of meat.	ate

CHAPTER

1. In the first part of the book...

...

...

...

...

...

CHAPTER

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...



SECOND WEEKMONDAY

1. Words to be taught according to PLAN FOR TEACHING WORDS.

aunt

babies

2. Sentences for dictation.

Do you have an aunt?

The babies are crying.

Auditory Discrimination Lesson

"I am going to say some words that begin alike. Listen."

Words written on board as they are being said.

desk      dark      dog      day

"What is the first sound in those words?"      "What letter says d?"

"Name some things that are good to eat that begin with d."

dinner    dessert    doughnuts

"Now I'll say some words that begin with a different sound."

"Listen for the first sound."

jump      jam      janitor      jacket

"What is the first sound in these words?"

"Can you tell the names of some people that begin with J?"

1941

1. There is no longer any doubt as to the fact that the

and

which

2. Therefore the situation

is not what it was

The habits are changing

Industries in the United States

"I am going to say some things that might be called 'heresies'."

These are things that are said to be the basis of

the new order of things

What is the first point in this matter? "What is the first point?"

There are many things that are said to be the basis of

the new order of things

"The first of these things that are said to be the basis of

the new order of things is

the new order of things is

the new order of things is

the new order of things is



Name \_\_\_\_\_

Date \_\_\_\_\_

## Directions

Draw a ring around the words that begin with d. Put a line under the words that begin with b.

fish

door

bunny

dances

bat

boy

basket

hold

fill

funny

dust

bicycle

duck

balloon

dinner

donkey

found

dog

bears

dark

hurry

banana

did

bat

dig

sled

feet

fun

beans

cab

boat

dolls





Name \_\_\_\_\_ Date \_\_\_\_\_

1. Cross out all the words that are not people.

boy mother

street fat

children babies

aunt men

teacher boxes

2. In this space make a picture of a baby.

3. In this space make a picture of an aunt taking care of two babies.





SECOND WEEKTUESDAY

1. Words taught according to PLAN FOR TEACHING WORDS.

2. friend  
friendly

2. Sentences for dictation.

Jack is a friendly boy.

It is fun to play with a friend.

Auditory Discrimination Lesson

"What sound do you hear at the beginning of these words?"

kick kittens kitchen kite

Each word written on the board as it is pronounced again.

"What letter says "k" in these words?"

"Answer these questions with a word that begins with "k".

What is the name of a room in the house?

What is a little cat called?

What do kites like to sail in the air?

What can you do to a football?

"Now I will say some other words. Listen for the first sound in each word."

money man may mine

"What sound did you hear at the beginning of each of those words?"

"Here are some things that you can do that begin with m."

march measure mind move

"What is the first sound?"

"Do you know the names of some people that begin with m?" "Who?"





Name \_\_\_\_\_

Date \_\_\_\_\_

## Directions

In each one of these boxes there are two words that are just alike. Find them and put a ring around them.

eat

send

eat

sent

boxes

bunny

babies

babies

funny

found

sound

found

cousin

chair

cousin

children

hold

house

horse

house

have

daddy

baby

daddy

desks

bump

game

gum

gun

gave

gum

left

felt

long

leave

left

Directions

In each one of these boxes there  
are two words that are just alike.  
Find them and put a ring around  
them.

cover  
open  
cover  
clap

funny  
found  
sound  
found

boxes  
bunny  
babies  
babies

cat  
band  
cat  
cat

left  
right  
left  
right

dam  
dam  
gun  
paw  
paw

daddy  
daddy  
daddy  
daddy  
daddy

old  
new  
new  
new  
new



Name \_\_\_\_\_ Date \_\_\_\_\_

## Directions

Beside each word write the same word and add ly. Write a new word in a sentence.

## Example

slow                      slowly

The boy walked slowly to school.

1. quick                      \_\_\_\_\_

2. friend                      \_\_\_\_\_

3. careful                      \_\_\_\_\_

4. love                      \_\_\_\_\_

5. thoughtful                      \_\_\_\_\_

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100



SECOND WEEKWED NESDAY1. Words taught according to PLAN FOR TEACHING WORDS.

families

living

## 2. Sentences for dictation.

Aunt Jane is living with us.

How many families live on your street?

Auditory Discrimination Lesson

"Listen to these words."

paint      pick      push      pull      package

"This time say each word after me."

paint      pick      push      pull      package

"What is the first sound that you hear in each, at the beginning?"

"When you hear a word that does not begin with p, stand."

puppy      penny      peanuts      party      girl      pan

"These words begin with "r" like red."

ring      read      ride      run      radio

"Can you think of any words that begin like these words?"

List on board.

"How many things do see in this room that begin with "r"?"

"What are they?"

1940-1941

1. The first meeting was held on 1940-1941.

Location

Time

2. Attendance for 1940-1941.

How many were present?

How many were absent?

1940-1941

1. The first meeting was held on 1940-1941.

Location

Time

2. Attendance for 1940-1941.

How many were present?

How many were absent?

How many were present?

3. The first meeting was held on 1940-1941.

Location

Time

4. Attendance for 1940-1941.

How many were present?

How many were absent?



Name \_\_\_\_\_

Date \_\_\_\_\_

## Directions

Cross out the word that does not begin the same as the other words in the row. Read across.

- |     |      |        |        |       |
|-----|------|--------|--------|-------|
| 1.  | boy  | ball   | does   | best  |
| 2.  | bird | bell   | be     | hall  |
| 3.  | bill | doll   | bat    | box   |
| 4.  | bag  | but    | hat    | put   |
| 5.  | big  | dig    | bow    | bug   |
| 6.  | lay  | lip    | kind   | law   |
| 7.  | like | little | love   | best  |
| 8.  | lost | late   | house  | leg   |
| 9.  | lake | letter | kitten | let   |
| 10. | door | duck   | box    | dance |

Directions

Cross at the road that does not  
begin the same as the other words  
in the row Read across.

1	boy	ball	close	best
2	bird	bell	be	hall
3	bill	doll	lot	bar
4	pod	bol	rot	net
5	pid	dis	bow	pod
6	loy	lip	kind	low
7	like	little	love	best
8	lost	lite	house	top
9	lame	latter	lotion	lot
10	chain	duck	box	ooze



Name \_\_\_\_\_

Date \_\_\_\_\_

## Directions

Draw a line from the word to its meaning.

friend

a boy

families

very small children

babies

your father's or mother's sister

aunt

Someone you like

son

groups of people

From a long time ago, I have been

thinking of you very much

and I hope you are well

and happy as ever

I am sure you are

and I hope you are

and I hope you are

and I hope you are

and I hope you are

and I hope you are

and I hope you are

and I hope you are

and I hope you are



SECOND WEEKTHURSDAY1. Words taught according to PLAN FOR TEACHING WORDS.

new

knew

## 2. Sentences for dictation.

John knew the answer.

Bob has a new hat.

Auditory Discrimination Lesson

A listening test.

"Write the first sound that you hear in \_\_\_\_\_."

game

house

cookies

ready

late

pencil

many

number

both

duck

kite

book

jump

kitten

feel

Page 10

10/10/10

1. The first of the following is the first of the following

10/10/10

10/10/10

2. The second of the following is the second of the following

10/10/10

10/10/10

3. The third of the following is the third of the following

10/10/10

4. The fourth of the following is the fourth of the following

10/10/10

10/10/10

10/10/10

10/10/10

10/10/10

10/10/10

10/10/10

10/10/10

10/10/10

10/10/10

10/10/10

10/10/10

10/10/10

10/10/10

10/10/10

10/10/10



Name \_\_\_\_\_ Date \_\_\_\_\_

## Directions

Look at each row across the paper. Put a ring around the words that begin the same way in each row.

kind	girl	kettle	doll	watch
picnic	bend	most	boy	come
ring	pack	lose	horse	ride
seat	reach	penny	beg	pen
red	put	dust	rabbit	ride
foot	rubbers	parrot	read	hill
raisin	pencil	soon	will	pumpkin

Look at each row across the

paper. Put a ring around the

words that begin the same way.

in each row.

and the little doll who

and most boy come

back lose horse ride

and away has and

and that robot ride

where your road will

and you will know



Name \_\_\_\_\_ Date \_\_\_\_\_

Write the right word in the blank.

1. Jack has a \_\_\_\_\_ bike.  
knew new
2. There are \_\_\_\_\_ girls in line.  
ate eight
3. Dick \_\_\_\_\_ the answer.  
knew new
4. Aunt Grace \_\_\_\_\_ me a letter.  
sent cent
5. The puppy \_\_\_\_\_ his food.  
eight ate





SECOND WEEKFRIDAY

1. Words taught according to PLAN FOR TEACHING WORDS.

son

bear

2. Sentences for dictation.

The bear ran into the woods.

Mr. Black has one son.

Dictation of Words of the Week.

"Today we are going to write the words that we have been studying this week. Listen to the word. Then to the sentence. Then the word again. Then write the word. Be sure to listen for the word the second time."

aunt	I see my <u>aunt</u> coming.	aunt
babies	Rattles are toys for <u>babies</u> .	babies
friend	Tom is Dick's <u>friend</u> .	friend
living	We are <u>living</u> in a new house.	living
friendly	Be <u>friendly</u> to everyone.	friendly
knew	Daddy <u>knew</u> which road to take.	knew
families	How many <u>families</u> were at the beach?	families
bear	The big <u>bear</u> is in his cage.	bear
son	The man's <u>son</u> went fishing with him.	son
new	Sally has a <u>new</u> dress.	new

\_\_\_\_\_

\_\_\_\_\_

1. First, I am very glad to see you.

and

and

2. I am very glad to see you.

3. I am very glad to see you.

4. I am very glad to see you.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



THIRD WEEKMONDAY

1. Words taught according to PLAN FOR TEACHING WORDS.

pencil

write

2. Sentences for dictation.

Put your pencil on your desk.

Write with pen.

Auditory Discrimination Lesson

"Today we are going to listen for a different sound at the beginning of some words." Listen for the sound."

wagon wall wet will wait

"What sound do you hear at the beginning of those words?"

"Say these words that begin with w after me."

watch walk wish wiggle

"Can you name some things in this room that begin with w?"

"Now I will ask you some questions. See if you can think of a word that begins with w to answer it."

How does the sunshine make you feel? (warm)

What kind of animal is a tiger? (wild)

What direction might the wind come from? (west)

What do you use to catch fish. (worms)

Notes

1. Some of the things that I have seen

and

and

2. Some of the things that I have seen

and

and

3. Some of the things that I have seen

and

and

and

and

and

and

and

and

and

and

and

and

and



Visual Discrimination Exercises    ---Directions

Words on blackboard.

arm*	for*	light
cat	fan	hold*
going*	ate	did
it*	little	hand
pig*	to	at*

\* Words on flash cards.

Show the first card to the children. Hold it up for about five seconds. Then turn it down and ask a child to put a circle around the same word on the blackboard.

TABLE OF CONTENTS

Page

1	2	3
4	5	6
7	8	9
10	11	12
13	14	15
16	17	18

Page

19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100



Name \_\_\_\_\_ Date \_\_\_\_\_ Word Meaning \_\_\_\_\_

1. Put a ✓ beside all of the things we use to write.

- |        |        |
|--------|--------|
| pen    | chalk  |
| chair  | pin    |
| pencil | crayon |
| crack  | penny  |

2. In this space make a picture of a man and his son. Write son under the son.

3. In this space make a picture of a bear. Write bear under the picture.

100-1000

100-1000

100-1000

100-1000

100-1000

100-1000

100-1000

100-1000

100-1000



THIRD WEEKTUESDAY1. Words taught according to Plan For Teaching Words.

learn

passing

## 2. Sentences for dictation.

We come to school to learn.

The helpers are passing out the milk.

Auditory Discrimination lesson.

"We will listen to some words that begin like seven."

save sit soon some

"What sound do you hear at the beginning of each of those words?"

"Can you think of some things that are good to eat that begin with s?"

sandwiches soup soda syrup

"Can you think of some numbers that begin with s?"

seven seventeen six sixteen sixty

"Now I am going to use a different beginning sound. Listen for it."

tag toy town

"Those words begin with t."

"Say these words after me."

tell ton tadpole tall

"Can you name some games that begin with t?"

tag toss tennis

100-100000

1. The first step in the process is to identify the problem.

2. The second step is to analyze the problem.

3. The third step is to develop a plan of action.

4. The fourth step is to implement the plan.

5. The fifth step is to evaluate the results.

6. The sixth step is to make adjustments as needed.

7. The seventh step is to document the process.

8. The eighth step is to communicate the results.

9. The ninth step is to review the process.

10. The tenth step is to make improvements.

11. The eleventh step is to repeat the process.

12. The twelfth step is to ensure continuous improvement.

13. The thirteenth step is to maintain the process.

14. The fourteenth step is to monitor the process.

15. The fifteenth step is to report on the process.

16. The sixteenth step is to celebrate success.

17. The seventeenth step is to learn from failure.

18. The eighteenth step is to share the process.

19. The nineteenth step is to update the process.

20. The twentieth step is to close the process.

21. The twenty-first step is to evaluate the process.

22. The twenty-second step is to make improvements.

23. The twenty-third step is to repeat the process.

24. The twenty-fourth step is to ensure continuous improvement.

25. The twenty-fifth step is to maintain the process.



Visual discrimination exercises    ~~\*\*\*~~ directions

Word flashed on card for five seconds,. Pupils then put a ring around the word that they saw. One word flashed for each box.

Words to be Flashed

so

on

is

or

to

he

we

up

Small, brownish, and somewhat  
faint, but on the other hand, it is  
very much the same as the one  
seen here.

Notes on the Fossils

to  
to  
to  
to  
to  
to  
to  
to



Name \_\_\_\_\_ Date \_\_\_\_\_

## Directions

Put a ring around the word that you see on the flash card.

us	is
as	so
go	

no	ax
on	
at	me

is	to
in	if
it	

do	so
on	on
or	

of	on
so	no
to	

as	he
to	be
me	

by	go
we	she
he	

do	to
so	my
up	

Notes on the Malay Archipelago

At a point around the west end of the island on the other coast.

at	to	on	at
the	on	at	the

at	to	on	at
the	on	at	the

at	to	on	at
the	on	at	the

at	to	on	at
the	on	at	the

at	to	on	at
the	on	at	the

at	to	on	at
the	on	at	the

at	to	on	at
the	on	at	the

at	to	on	at
the	on	at	the



Name \_\_\_\_\_ Date \_\_\_\_\_

Copy the word on the line. Add ing to make a new word. Make a picture for each word in the blocks.

go


learn


pass


sing


talk


wish


send


Copy (from word on the line) word

Copy (from word on the line) word

Copy (from word on the line) word

Copy (from word on the line) word

Copy (from word on the line) word

Copy (from word on the line) word

Copy (from word on the line) word

Copy (from word on the line) word



THIRD WEEKWEDNESDAY1. Words to be taught according to PLAN FOR TEACHING WORDS.

here

hear

## 2. Sentences for dictation.

I can hear the bell.

Put the book here.

Auditory discrimination lesson."Listen to these words that begin y."

yard      yarn      you      yellow

"I will say each word again, say the word after me."

yard      yarn      you      yellow

"Can you answer these questions with a word that begins with y?"

What is the day before today called? (yesterday)

What is in back of a house? (yard)

What does mother use when she knits? (yarn)

"Now I'll say a word that begins with another sound. Listen for the beginning sound."

violet      vegetable      vacation      visit

"These words begin with y.""Can you think of some word that begin with y?"

"I'll say some words. You say the same words and then tell me the first sound."

valentine      yours      vase      vines      young

yard      very      yes

SECTION 1

1. It is to be noted that the following is a list of the names of the persons who have been named in the foregoing report.

Name

Address

2. The following is a list of the names of the persons who have been named in the foregoing report.

Name

Address

SECTION 2

3. The following is a list of the names of the persons who have been named in the foregoing report.

Name

4. The following is a list of the names of the persons who have been named in the foregoing report.

Name

5. The following is a list of the names of the persons who have been named in the foregoing report.

Name

Address

6. The following is a list of the names of the persons who have been named in the foregoing report.

7. The following is a list of the names of the persons who have been named in the foregoing report.

Name

Address

8. The following is a list of the names of the persons who have been named in the foregoing report.

Name

9. The following is a list of the names of the persons who have been named in the foregoing report.

Name

Address

10. The following is a list of the names of the persons who have been named in the foregoing report.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Directions

Draw a ring around the part of each word that is just alike.

land	stand
hand	band

fall	stall
tall	call

blow	blight
blue	blink

man	spin
then	run

ring	thing
ating	cling

children	church
chicken	cheese

wish	wash
cash	dish

back	rack
stack	pack

Page

Section

From a trip around the world  
of such words that is just what

still	fall
can	fall

stand	land
band	land

down	from
then	then

light	down
light	down

down	down
down	down

down	down
down	down

down	down
down	down

down	down
down	down



Name \_\_\_\_\_ Date \_\_\_\_\_

1. Put an orange ring around things that you could hear.
2. Put a blue line under the things that you can see in this room.

a bell

a song

a desk

a window

a chair

a picture

a truck

an airplane

a horn

a book

But the strange and awful things  
that you could learn

That a whole lot under the things  
that you can see in this room

a ball	a good
a desk	a window
a chair	a picture
a clock	an airplane
a horn	a box



THIRD WEEKTHURSDAY

1. Words taught according to PLAN FOR TEACHING WORDS.

catch

quick

2. Sentences for dictation.

Try to catch the ball.

Dick is quick.

Auditory Discrimination Lesson.

A listening test.

"Write the first sound that you hear in these words."

watch

balloon

tall

party

yellow

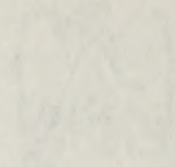
dinner

vegetable

going

seven

juicy



EAGLE

TROJAN BOND

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Name \_\_\_\_\_ Date \_\_\_\_\_

Draw a line from the last letter in each word to a word that begins with that letter.

Example -

was	street
will	night
when	last

fan	way
boat	ten
how	nice

bad	done
boy	best
cab	yes

tag	for
cuff	put
cap	guess

far	said
dogs	rag
right	two

please	you
pretty	every
ham	mine

will	soon
was	duck
did	list

To find the letter in each word to a word  
 that begins with that letter

street - street  
 night - night  
 west - west

dome      bad  
 boat      bay  
 cup      cap

way      now  
 ten      non  
 nice      no

far      far  
 close      close  
 right      right

for      for  
 but      but  
 guess      guess

will      will  
 was      was  
 all      all

you      you  
 when      when  
 how      how



Name \_\_\_\_\_ Date \_\_\_\_\_

1. In this space make a picture of someone catching something.  
Under the picture write a sentence that tells about your picture.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Write the opposites of these words.

big - little

thin - \_\_\_\_\_

slow - \_\_\_\_\_

tall - \_\_\_\_\_

tiny - \_\_\_\_\_

Let the Police write a statement  
that tells about your picture

What is the name of the person  
who took the picture? What is the  
name of the person who gave you the  
picture?

Write the name of the person who  
gave you the picture. Write the  
name of the person who took the  
picture. Write the name of the  
person who gave you the picture.  
Write the name of the person who  
took the picture. Write the name  
of the person who gave you the  
picture.



THIRD WEEKFRIDAY1. Words taught according to PLAN FOR TEACHING WORDS.

break

piece

## 2. Sentences for dictation.

Do not break the plate.

He ate a piece of pie.

Dictation of Words of the Week

"Today we are going to write the words that we have been studying this week. Listen to the word. Then to the sentence. Then the word again. Then write the word. Be sure to listen for the word the second time."

pencil	My <u>pencil</u> is broken.	pencil
write	<u>Write</u> the letter with a pen.	write
learn	<u>Learn</u> to look both ways before you cross the street.	learn
passing	The small car was <u>passing</u> the big truck.	passing
here	Your crayons are over <u>here</u> .	here
catch	How many fish did you <u>catch</u> ?	catch
quick	He is very <u>quick</u> .	quick
break	Did the ball <u>break</u> the window?	break
piece	There is one <u>piece</u> of cake on the plate.	piece

1. The first part of the book is devoted to the study of the

first

part

2. The second part of the book is devoted to the study of the

second

part

3. The third part of the book is devoted to the study of the

third

part

part

part

part

part

part

part

part

part

part

part

part

part

part

part

part

part

part

part

part

part

part

part

part

part

part

part

part

part

part

part

part

part

part

part



FOURTH WEEKMONDAY

Dicatation of review words.

answer	What is the <u>answer</u> ?	answer
number	Ten is a <u>number</u> .	number
cent	I had one <u>cent</u> .	cent
sent	Mother <u>sent</u> me to the store.	sent
second	He is in the <u>second</u> grade.	second
right	The answer is <u>right</u> .	right
eight	I saw <u>eight</u> boys playing tag.	eight
quarter	Dad gave me a <u>quarter</u> .	quarter
saving	John is <u>saving</u> dimes.	saving
aunt	Do you have an <u>aunt</u> ?	aunt
babies	The <u>babies</u> are crying.	babies
friendly	Jack is a <u>friendly</u> boy.	friendly
friend	It is fun to play with a <u>friend</u> .	friend
families	How many <u>families</u> live on that street?	families

TUESDAY

Study period.

1. Pupils study each word failed on Monday test.
2. Pupils find word they failed on the blackboard.
3. Close eyes and spell word to themselves. Open eyes and look at the word on the board.
4. Pupils write word without looking back at word on board.
5. Pupils check the word with the one on the board.
6. Study each word failed at least three times.

Teacher checks work and helps those having difficulty.

1. The first of the three	2. The second of the three	3. The third of the three
4. The fourth of the three	5. The fifth of the three	6. The sixth of the three
7. The seventh of the three	8. The eighth of the three	9. The ninth of the three
10. The tenth of the three	11. The eleventh of the three	12. The twelfth of the three
13. The thirteenth of the three	14. The fourteenth of the three	15. The fifteenth of the three
16. The sixteenth of the three	17. The seventeenth of the three	18. The eighteenth of the three
19. The nineteenth of the three	20. The twentieth of the three	21. The twenty-first of the three
22. The twenty-second of the three	23. The twenty-third of the three	24. The twenty-fourth of the three
25. The twenty-fifth of the three	26. The twenty-sixth of the three	27. The twenty-seventh of the three
28. The twenty-eighth of the three	29. The twenty-ninth of the three	30. The thirtieth of the three

Notes

1. The first of the three
2. The second of the three
3. The third of the three
4. The fourth of the three
5. The fifth of the three
6. The sixth of the three
7. The seventh of the three
8. The eighth of the three
9. The ninth of the three
10. The tenth of the three
11. The eleventh of the three
12. The twelfth of the three
13. The thirteenth of the three
14. The fourteenth of the three
15. The fifteenth of the three
16. The sixteenth of the three
17. The seventeenth of the three
18. The eighteenth of the three
19. The nineteenth of the three
20. The twentieth of the three
21. The twenty-first of the three
22. The twenty-second of the three
23. The twenty-third of the three
24. The twenty-fourth of the three
25. The twenty-fifth of the three
26. The twenty-sixth of the three
27. The twenty-seventh of the three
28. The twenty-eighth of the three
29. The twenty-ninth of the three
30. The thirtieth of the three



FOURTH WEEKWEDNESDAY

Dictation of review words.

living	Aunt Jane is <u>living</u> with us.	living
new	Bob has a <u>new</u> hat.	new
knew	He <u>knew</u> the answer.	knew
son	That man has one <u>son</u> .	son
bear	The <u>bear</u> ran into the woods.	bear
pencil	Put the <u>pencil</u> on your desk.	pencil
write	<u>Write</u> with pen.	write
learn	We come to school to <u>learn</u> .	learn
passing	Time is <u>passing</u> by.	passing
here	Put the book <u>here</u> .	here
hear	I can <u>hear</u> the bell.	hear
catch	Try to <u>catch</u> the ball.	catch
quick	Don is <u>quick</u> on his feet.	quick
break	Do not <u>break</u> the plate.	break
piece	He ate the <u>piece</u> of pie.	piece

THURSDAY

Study period as Tuesday. Study words failed on Wednesday test.

FRIDAY

Dictation of words selected from those most difficult for the group.





FIFTH WEEKMONDAY

1. Words taught according to PLAN FOR TEACHING WORDS.

wrapped

going

2. Sentences for dictation.

Mother wrapped the gift.

The girl is going home.

Auditory Discrimination Lesson.

"Sometimes two letters make one sound. Listen to the first sound in these words."

those there this them the

"What is the first sound in those words?"

"Those words begin with t-h."

"Say these words after me."

then these those there

"Sometimes t-h has another sound. Listen for the first sound in these words."

think thank thumb Thursday thirty

"I'll say each word again, say each word after me."

think thank thumb Thursday thirty

"I am going to put th on the board in two places."

th

th

think

this

"Can you think of a word that begins with th? Tell under which word it belongs, think or this."

1. "The first thing I noticed when I stepped out of the car was the cold air."

2. "The second thing I noticed was the smell of the fresh air."

3. "The third thing I noticed was the sound of the birds singing."

4. "The fourth thing I noticed was the sight of the trees."

5. "The fifth thing I noticed was the feeling of the sun on my face."

6. "The sixth thing I noticed was the taste of the fresh air."

7. "The seventh thing I noticed was the sound of the water flowing."

8. "The eighth thing I noticed was the sight of the mountains."

9. "The ninth thing I noticed was the feeling of the wind on my hair."

10. "The tenth thing I noticed was the sound of the leaves rustling."

11. "The eleventh thing I noticed was the sight of the flowers."

12. "The twelfth thing I noticed was the feeling of the grass under my feet."

13. "The thirteenth thing I noticed was the sound of the bees buzzing."

14. "The fourteenth thing I noticed was the sight of the butterflies."

15. "The fifteenth thing I noticed was the feeling of the dew on the grass."

16. "The sixteenth thing I noticed was the sound of the crickets chirping."

17. "The seventeenth thing I noticed was the sight of the stars in the night sky."

18. "The eighteenth thing I noticed was the feeling of the moonlight on my face."

19. "The nineteenth thing I noticed was the sound of the wind whistling through the trees."

20.

21.

22.

23.

24. "The twentieth thing I noticed was the feeling of the sun setting behind the mountains."

25. "The twenty-first thing I noticed was the sound of the first snow falling."



FIFTH WEEKVisual Discrimination Directions

"I will flash a card with a word on it . You look at the row of words on your paper. Find the same word in the first row. Draw ring around it." There will be a word flashed for each each row on your paper." (Word shown for five seconds)

Words to be Flashed

no

as

ate

beg

hand

horse

was

left

Notes on the Project

I will find a card with a code on it. The last of the row  
of words on your paper. Find the row and code in the first row.  
Now try again. There will be a word listed for each  
word on your paper. (Look above for the words)

Notes on the Project

no  
as  
the  
dog  
hand  
horse  
web  
left



Name \_\_\_\_\_ Date \_\_\_\_\_

Draw a ring around the word  
that you see on the flash card.

in an on no

is us as so

ill all ate ale

peg beg bag pig

hand head heard hard

house horse houses horses

was saw way so

felt fell feel left

Write a word around the word  
that you see on the flash card.

in on no

us as so

all ate oie

red pad pig

head heard hand

horse horses horses

was why so

fall feel lot



Name \_\_\_\_\_ Date \_\_\_\_\_

From the list of words fill in the blanks of this story.

going      ate      wrapped      piece  
break

Sally is \_\_\_\_\_ to Jean's birthday party. Her mother \_\_\_\_\_ the present in pretty blue paper. Sally had to be careful not to \_\_\_\_\_ it, because it was a glass doll. Jean liked the doll very much. She even played that it \_\_\_\_\_ a \_\_\_\_\_ of her birthday cake.

July

the list of words in the book

at this stage

being made

break

to be

to be

her mother

the present in pretty blue

only had to be careful

it is

the ball very much

even played for it

of her



FIFTH WEEKTUESDAY

1. Words taught according to PLAN FOR TEACHING WORDS.

knock

brake

2. Sentences for dictation.

Don't knock on the door.

The brake stops the car.

Auditory Discrimination Lesson

"Today we will listen for the first sound in words like the first sound in whistle. Listen."

what      when      where

"Let's play a game with this sound wh". Hold this strip of paper (12" - 3") by one end so that the other end is about one inch in front of your lips. Like this. Say the words why and when. "

"Did you see the top part of your paper blow when you said wh?"

"If it didn't move you are not saying wh correctly. Try again.

Say - -      what      why      which      wheel      white

"Can you think of some words that we could list on the board that begin with wh?" "Name them."

SECRET

1. Under subject mentioned to [redacted] [redacted]

[redacted]

[redacted]

2. Continued for [redacted]

Don't touch on the [redacted]

The [redacted] [redacted]

and [redacted] [redacted]

Today we will [redacted] for the first time in [redacted] [redacted]

In [redacted] [redacted]

[redacted] [redacted] [redacted]

[redacted] [redacted] [redacted] [redacted] [redacted] [redacted]

[redacted] [redacted] [redacted] [redacted] [redacted] [redacted]

[redacted] [redacted] [redacted] [redacted] [redacted] [redacted]

[redacted] [redacted] [redacted] [redacted] [redacted] [redacted]

[redacted] [redacted] [redacted] [redacted] [redacted] [redacted]

[redacted] [redacted] [redacted] [redacted] [redacted] [redacted]

[redacted] [redacted] [redacted] [redacted] [redacted] [redacted]

[redacted] [redacted] [redacted] [redacted] [redacted] [redacted]



Name \_\_\_\_\_ Date \_\_\_\_\_

1. Draw a green ring around all the words that begin with g.
2. Draw a red ring around all the words that begin with m.
3. Draw a blue ring around all the words that begin with t.

hand

hat

jump

basket

eat

match

mat

two

sand

pat

some

band

tall

point

together

more

money

take

mother

time

miss

sand

arm

soap

100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000

100-100000-100000



Name \_\_\_\_\_ Date \_\_\_\_\_

### EXERCISE

Put a ✓ on the right side of all of the things in this list that should have a brake.

automobile	scooter
bicycle	boat
truck	bus
cart	horse

2. Make a picture of someone knocking on a door.

3. Make a picture of someone knocking something over.

Let a map on the right side of the  
of the map in the left hand

automobile  
bicycle

and

horse

Make a picture of a horse and  
a bicycle and a horse and a bicycle

and a horse and a bicycle and a horse and a bicycle

and a horse and a bicycle and a horse and a bicycle  
and a horse and a bicycle and a horse and a bicycle



FIFTH WEEKWEDNESDAY

1. Words taught according to PLAN FOR TEACHING WORDS.

running

sail

2. Sentences for dictation.

Six boys were running a race.

The boat has a big white sail.

Auditory Discrimination Lesson

"Today we are going to listen for two letters that have one sound like the first sound in church."

"Say these words after me."

chairs      chicken      children      chin      churn

"Now we will listen for another sound at the beginning of words.

Listen"      shelf      show      shine      ship

"Say each word after me." (Repeat above words.)

"Answer these questions with words that begin with sh."

What are knives? (sharp)

What animal says baa? (sheep)

Where are things in a grocery store? (shelf)

What do you wear on your feet? (shoes)

Wednesday

1. Write down the following sentences in your own words.

Monday

all

2. Explain the following sentences.

His hope was running a race.

The boat has a big white sail.

Write down the following sentences.

Today we are going to visit the two islands that have been named.

Like the first round in singing.

They have been with us.

They have been with us.

Now we will visit the two islands that have been named.

Like the first round in singing.

They have been with us.

They have been with us.

They have been with us.

They have been with us.

They have been with us.

They have been with us.



Name \_\_\_\_\_ Date \_\_\_\_\_

Draw a line through the word  
that does not begin like the other  
two words.

flag flew ticket	house flower hunt	kite caught kitten
brown down brick	run now rat	lion like if
apple call count	me mine nine	gift cow gave
winter window mother	little ill it	point party time

flag	flower	kite
flow	flower	caught
ticket	hunt	kitten
down	run	lion
down	now	like
back	put	it
apple	me	tip
call	mine	own
count	give	young
when	hold	great
when	in	great
bottom	in	time



Name \_\_\_\_\_ Date \_\_\_\_\_

### EXERCISE

Put a ring around the little word that you see in the big word. Write the little word on the line.

#### 2. Sentences for dictation

(Singing)

The children were sing

The bus stopped at a red light.

#### 3. Sentences for dictation

running

Write the first sound in each one of these words. It may be one

sewing

Write the first sound in \_\_\_\_\_

bailing

given

what

better

thing

eating

way

back

way

knocking

catching

hunting

the little words on the floor  
that you see in the paper  
around the little words

Kindred

Kindred

Kindred

Kindred

Kindred

Kindred

Kindred

Kindred

Kindred



FIFTH WEEKTHURSDAY

1. Words to be taught according to PLAN FOR TEACHING WORDS.

dancing

stopped

2. Sentences for dictation.

The children were dancing.

The bus stopped at a red light.

Auditory Discrimination Lesson.

A listening test.

"Write the first sound in each one of these words. It may be one letter or more than one letter."

"Write the first sound in \_\_\_\_\_."

dance

kitten

shop

when

button

thing

cheese

way

them

pony





Name \_\_\_\_\_ Date \_\_\_\_\_

Draw a line under the words that have the same last two letters as the one at the top of the box.

<p><u>pan</u></p> <p>fin</p> <p><u>ran</u></p> <p>pin</p> <p>man</p>	<p><u>eat</u></p> <p>rat</p> <p>cat</p> <p>met</p> <p>set</p> <p>fat</p> <p>mat</p> <p>not</p> <p>flat</p>
<p><u>fell</u></p> <p>bell</p> <p>hill</p> <p>shell</p> <p>sell</p> <p>fill</p> <p>fall</p> <p>tell</p> <p>spell</p>	<p><u>pig</u></p> <p>peg</p> <p>big</p> <p>dig</p> <p>bog</p> <p>leg</p> <p>fig</p> <p>stag</p> <p>dog</p>

Now I open under the window  
 not more the same out too  
 letters as the one at the  
 top of the box.

<p> <i>too</i>  <i>rat</i>  <i>met</i>  <i>fat</i>  <i>not</i> </p>	<p> <i>can</i>  <i>on</i>  <i>the</i>  <i>pic</i>  <i>man</i> </p>
<p> <i>pic</i>  <i>pid</i>  <i>pea</i>  <i>clp</i>  <i>lot</i>  <i>stop</i> </p>	<p> <i>list</i>  <i>all</i>  <i>one</i>  <i>the</i>  <i>the</i> </p>



Name \_\_\_\_\_ Date \_\_\_\_\_

Before you can add ed to these words you must write the last letter again. Write new word.

Write each new word in a sentence.

stop \_\_\_\_\_

trim \_\_\_\_\_

tag \_\_\_\_\_

step \_\_\_\_\_

beg \_\_\_\_\_

Date \_\_\_\_\_

Name \_\_\_\_\_

Page \_\_\_\_\_

Before you can add ed to these

words you must write the last

letter again. Write new word.

Write each new word in a sentence.

Example: cat - cat-ed

Example: jump - jump-ed

Example: stop - stop-ed

Example: run - run-ed

Example: sit - sit-ed

Example: swim - swim-ed

Example: play - play-ed

Example: read - read-ed

Example: write - write-ed

Example: draw - draw-ed

Example: sing - sing-ed

Example: dance - dance-ed

Example: sleep - sleep-ed

Example: eat - eat-ed

Example: drink - drink-ed

Example: talk - talk-ed

Example: laugh - laugh-ed

Example: cry - cry-ed

Example: smile - smile-ed

Example: wave - wave-ed

Example: nod - nod-ed

Example: blink - blink-ed

Example: wiggle - wiggle-ed

Example: stretch - stretch-ed



FIFTH WEEKFRIDAY1. Words taught according to PLAN FOR TEACHING WORDS.

peace

straight

## 2. Sentences for dictation.

We want peace not war.

Can you make a straight line?

Dictation of Words of the Week

"Today we are going to write the words that we have been studying this week, Listen to the word. Then to the sentence. Then the word again. Then write the word."

wrapped	The girl <u>wrapped</u> her doll in a blanket.	wrapped
going	The children are <u>going</u> to the movies.	going
knock	Always <u>knock</u> on a closed door.	knock
brake	You should have a good <u>brake</u> on your bicycle.	brake
running	The boys are <u>running</u> to school.	running
sail	The <u>sail</u> on the toy boat was broken.	sail
dancing	Some children take <u>dancing</u> lessons.	dancing
stopped	The policeman <u>stopped</u> the car.	stopped
peace	Let there be <u>peace</u> not fighting.	peace
straight	Your back should be <u>straight</u> .	straight

THEORY

1. A line segment is a part of a line.

points

interval

2. Betweenness of points.

no point between two points.

Let A and B be two points.

Definition of ray

Let A be a point and B be another point.

Starting at A and passing through B is a ray.

Then the ray is AB.

The ray AB is a line.

The points A and B are endpoints.

Every ray has a unique line.

Two rays with a common endpoint are adjacent.

adjacent

The rays AB and AC are adjacent.

The ray AB is a line.

Two adjacent rays form a line.

The ray AB is a line.

Let A and B be two points.

Let A and B be two points.

Let A and B be two points.



SIXTH WEEK1. Words taught according to PLAN FOR TEACHING WORDS.

their

there

## 2. Sentences for dictation.

Their hands are clean.

Sit over there.

Auditory Discrimination Lesson

"Today we are going to listen for the last sound in words."

"What is the last sound that you hear in these words?"

rob      cab      fib      tub

"Can you think of a word that ends with b?"

List on board.

"Now listen. What sound do you hear at the end of these words?"

bad      could      food      did

"What is the last sound that you heard in those words?"

"Think of some words that begin with d.""Now, think of some words that end with d."

"Let's play a game. If I say a word that begins with b you must say a word that ends with b. If I say a word that begins with d, you must say a word that ends with d."

boy      down      back      bunny      did      donkey      bug

THE HISTORY OF THE

1800

1800

THE HISTORY OF THE

1800

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THE HISTORY OF THE

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1800



Name \_\_\_\_\_

Date \_\_\_\_\_

Put a ring around the parts  
of the words that are just alike.

horses comes	stoves goes	right might	dish night fight
run running	runner runs	which when	what why
ride side	slide wide	fill willing	pills willow
dish wash	fish dash	straight string	straw strip
dress drop	drive drove	bad rod	mid red
cloud cloth	clap clock	look cook	back took

Let it be a day and the day  
 of the world that we have

right	right	right	right
right	right	right	right

right	right	right	right
right	right	right	right

right	right	right	right
right	right	right	right

right	right	right	right
right	right	right	right

right	right	right	right
right	right	right	right

right	right	right	right
right	right	right	right



Name \_\_\_\_\_ Date \_\_\_\_\_

EXERCISE

Fill in the blanks with the right word.

1. Write each word according to PLAN FOR THE WORD.1. Do not planned the dish.  
break brake2. Entered for Station

Mother was pleased when I helped her.

2. Put up your write hand.  
rightWrite the words in large3. Do you hear the bell?  
hear here"Can you think of a word that rhymes with egg?" leg beg

"What's the last sound in each of these words?"

4. There Their is the book.  
egg egg egg

"What is the last sound in each of these words?"

Find words that rhyme with egg and leg.5. The girls are playing with there dolls.  
there their there their

"What is the last sound?"

6. Jack ate a large piece of pie.  
piece peace"Do you see any thing in this room piece with peace?"

"What?"

Page

1. I want the blanks with the right word

Do not break the dish

Put up your right hand

No dog in the hall

There is the book

The girls are playing

Let's go to the park

It's a very nice place



SIXTH WEEKTUESDAY

1. Words taught according to PLAN FOR TEACHING WORDS.

pleased

they

2. Sentences for Dictation.

Mother was pleased when I helped her.

Where are they?

Auditory Discrimination Lesson

"What sound do you hear at the end of these words?"

tag dog pig beg

"Can you think of a word that rhymes with rag?" tag bag

"What's the last sound in each of those words?"

"Can you think of a word that rhymes with dog?" List.

"What is the last sound in each of those words?"

Find words that rhyme with pig and beg.

"Listen to these words that have the same last sound as tap."

lip pep stop step

"What is the last sound?"

"Think of some words that end with p."

"Do you see any thing in this room that ends with p?"

"What?"

1. The first thing I noticed when I stepped out of the plane was the fresh air.

It was a relief.

I had been waiting for this moment for so long.

The excitement was overwhelming.

My heart was pounding, and I felt a sense of freedom.

I was finally home.

The journey had been long, but it was worth it.

I had seen the world from a different perspective.

It was a beautiful experience.

I had learned so much about myself and the world.

I was grateful for every moment of it.

I had found a new sense of purpose.

I was ready to face whatever came next.

I was a stronger person than I had been before.

I was proud of what I had accomplished.

I was a part of something bigger than myself.

I was a part of a team.

I was a part of a mission.

I was a part of a dream.

I was a part of a future.



Name \_\_\_\_\_ Date \_\_\_\_\_

1. Draw a ring around all the words that end in b.

1. Words taught according to PLAN FOR TEACHING WORDS.

2. Draw a line under all the words that end in d.

2. Sentences for dictation.

He said that he was going.

Sam could run fast.

Spelling Dictation Lesson

club	knob	fed
fold	friend	hunt
part	rub	ground
seed	had	lay
stab	egg	rib
song	took	bread
cab	glad	fib
bird	grab	forgot
then	which	club
sad	bib	second

Now writing down all the words  
that I find in the words

Now I find under all the words  
that end in the same

that	knob	and
hand	friend	old
ground	tribe	most
lay	bad	best
rip	egg	ship
press	cock	song
tip	glad	and
toilet	drop	red
shut	which	high
ground	did	old



SIXTH WEEKWEDNESDAY

## 1. Words taught according to PLAN FOR TEACHING WORDS.

said

could

## 2. Sentences for dictation.

He said that he was going.

Ben could run fast.

Auditory Discrimination Lesson.

"These words end in r. say the words after me. Be sure to say the last sound clearly."

father mother jar far

"What are the names of some months that end in r?"

September October November December

"Now listen for another sound at the end of words."

"What is the last sound in bus?"

"I'll say some words that end like bus does. Say them after me."

"Let me hear the g every time."

bells bus miss class dress guess sits

"Can you think of some words that end with g?" List.

CHAPTER I

1. The first thing I noticed when I stepped out of the plane was the cold air.

It was a relief.

After all,

2. I had been told that the weather would be perfect.

But now I was here, and I was not sure.

The sun was shining, but the clouds were thick.

It was a beautiful sight, but I was not sure.

3. I had been told that the weather would be perfect.

But now I was here, and I was not sure.

The sun was shining, but the clouds were thick.

It was a beautiful sight, but I was not sure.

4. I had been told that the weather would be perfect.

But now I was here, and I was not sure.

The sun was shining, but the clouds were thick.

5. I had been told that the weather would be perfect.

But now I was here, and I was not sure.

The sun was shining, but the clouds were thick.

6. I had been told that the weather would be perfect.

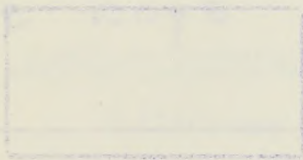


Name \_\_\_\_\_ Date \_\_\_\_\_

Make a picture of each word.

Draw the picture in the block  
beside the word.

horse



truck



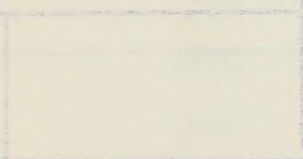
house



track



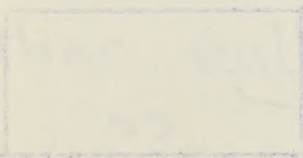
hose



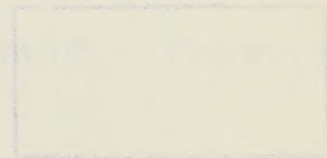
tack



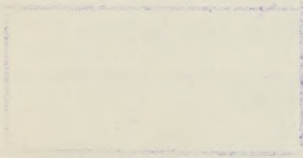
back



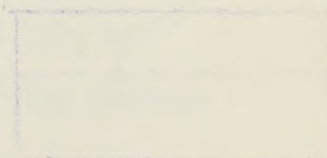
bone



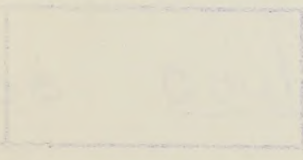
bank



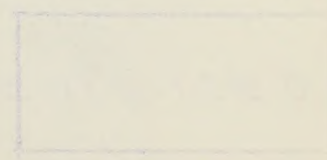
boat



book



book







Name \_\_\_\_\_ Date \_\_\_\_\_

Copy these sentences. Use the word said in place of the underlined word.

1. The boys yelled, "We won."

2. Mother whispered, "Goodnight."

3. Father called, "Mary come home now."

4. Use could in these sentences.

4. The boys did go swimming.

Copy of the original manuscript  
of the place of the original

Word of the original  
The page of the original  
The page of the original

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SIXTH WEEKTHURSDAY1. Words taught according to PLAN FOR TEACHING WORDS.

heard

what

## 2. Sentences for dictation.

I heard a knock on the door.

What is it?

Auditory Discrimination Lesson.

A listening test.

"Write the last sound that you hear in these words. Be sure that you write the last sound."

"Write the last sound that you hear in \* \_\_\_\_\_."

bag

gas

trip

mad

yes

pig

rib

stop

car

mob

Visual Discrimination Lesson

"Write the word that you see on the card that I hold up."

Card held up so that all can see for five seconds.

Words to be flashed

enough

could

taught

beautiful

knew

altogether

mountain

say

lawn

much

101-101

1. The first section of the report is devoted to a description of the

method

used

2. The second section of the report is devoted to a description of the

results of the investigation

3. The third section of the report is devoted to a description of the

conclusions of the investigation

4. The fourth section of the report is devoted to a description of the

limitations of the investigation

5. The fifth section of the report is devoted to a description of the

recommendations of the investigation

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16. The sixth section of the report is devoted to a description of the

conclusions of the investigation

17. The seventh section of the report is devoted to a description of the

recommendations of the investigation

18.

19.

20.

21.

22.

23.

24.

25.

26.

27.



Name \_\_\_\_\_ Date \_\_\_\_\_

1. Draw

- the pictures of three things  
that you heard this morning.

2. Sentences for Dictation:
Did you see it?
The wind blew the paper.
Dictation of Words of the Week

their	The children hang up <u>their</u> coats.	their
pleased	He <u>pleased</u> his father by doing a good job.	pleased
they	<u>They</u> are going to church.	they
said	Did you hear what she <u>said</u> ?	said
there	<u>There</u> they are.	there
could	Mother said that I <u>could</u> go when you	could
heard	The kitchen <u>heard</u> a dog barking.	heard

2. Write three questions that begin  
with what.

Date

Name

Page

Describe pictures of these things  
that you need the following



Write three questions that begin  
with what



SIXTH WEEKFRIDAY1. Words taught according to PLAN FOR TEACHING WORDS.

see

blew

## 2. Sentences for dictation.

Did you see it?

The wind blew the paper.

Dictation of Words of the Week

their	The children hung up <u>their</u> coats.	their
pleased	He <u>pleased</u> his father by being a good boy.	pleased
they	<u>They</u> are going to church.	they
said	Did you hear what she <u>said</u> ?	said
there	<u>There</u> they are.	there
could	Mother said that I <u>could</u> go with you.	could
heard	The kitten <u>heard</u> a dog barking.	heard
what	<u>What</u> is that?	what
see	What did you <u>see</u> at the circus?	see
blew	The wind <u>blew</u> very hard.	blew

11/11/11

I would have been glad to see you.

and

the

the children were very happy.

the children were very happy.

the children were very happy.

11/11/11

the children were very happy.

the children were very happy.

the children were very happy.

the children were very happy.

the children were very happy.

the children were very happy.

the children were very happy.

the children were very happy.

the children were very happy.

the children were very happy.

the children were very happy.



SEVENTH WEEKMONDAY

1. Words taught according to PLAN FOR TEACHING WORDS.

move

moving

2. Sentences for dictation.

Did you move the table?

The moving truck stopped at the white house.

Auditory Discrimination Lesson

"Listen for the last sound in these words."

cat      hot      it      get      beat

"What is the last sound?"

"Let's play a game. I'll say a word that begins with a letter  
and you say a word that ends with the same letter."

Use letters    t      s      p      b      g

"Listen to these words. Listen for the last sound . "

back      deck      pick      clock      tuck

"The last sound ck is made by both c and k together."

"Can you think of some words that rhyme with back      deck

pick      clock      tuck

RECEIVED

1911

1. The first step is to find the right word.

and

very

2. The second step is to find the right word.

It is not the right

The third step is to find the right word.

The fourth step is to find the right word.

There is no right word in this world.

and it is not

There is no right word.

There is no right word. I will try a word that begins with a letter

and you say a word that ends with the same letter.

The right word is

There is no right word. There is no right word.

There is no right word.

The last word is it ends in a and it begins.

There is no right word. There is no right word.

There is no right word.



Name \_\_\_\_\_

Date \_\_\_\_\_

Write a word that rhymes  
with the first three words.

ball      call      small

he      free      we

pen      ten      then

hat      oat      fat

hay      lay      pay

bill      fill      bill

tell      well      bell

fun      gun      sun

big      dig      fig

chin      pin      grin





SEVENTH WEEKTUESDAY1. Words taught according to PLAN FOR TEACHING WORDS.

means

would

## 2. Sentences for dictation.

Do you know what the teacher means?

Dick would like to go to the ball game.

Auditory Discrimination Lesson

"Today we are going to listen for the sound m at the end of words. Listen to these words."

him broom farm drum

"Can you think of some words that end in m?" List

"Listen carefully to these words. Clap your hands each time you hear a word that ends in m."

can am broom fat hem gun need

more drum arm second bloom

"Now we will listen for a different sound. What is the first sound in now?" "Listen for words that end with n."

hen burn fan button

"Can you think of some numbers that end with n?"

ten eleven thirteen fourteen

"Can you think of the names of some people that end in n, like children and firemen?"

Notes

1. The purpose of this report is to provide a summary of the results of the study.

2. The study was conducted over a period of six months.

3. The results of the study are as follows:

4. The first result is that the majority of the subjects showed a significant improvement in their performance.

5. The second result is that the improvement was maintained over the long term.

6. The third result is that the improvement was not significantly different between the two groups.

Conclusions and Recommendations

7. The results of this study suggest that the intervention is effective in improving performance.

8. It is recommended that the intervention be implemented on a larger scale.

9. Further research is needed to determine the long-term effects of the intervention.

10. The results of this study have important implications for the field of education.

11. The study was limited by a number of factors, including the small sample size and the lack of a control group.

12. The results of this study are consistent with previous research in the area.

13. The study was conducted in a controlled environment, which may limit the generalizability of the results.

14. The results of this study are consistent with the theoretical framework of the study.

15. The study was limited by a number of factors, including the small sample size and the lack of a control group.

16. The results of this study are consistent with previous research in the area.

17. The study was limited by a number of factors, including the small sample size and the lack of a control group.

18. The results of this study are consistent with the theoretical framework of the study.

19. The study was limited by a number of factors, including the small sample size and the lack of a control group.

20. The results of this study are consistent with previous research in the area.

21. The study was limited by a number of factors, including the small sample size and the lack of a control group.



Date \_\_\_\_\_

Page \_\_\_\_\_

Put an orange ring around the words that end like night.  
 Fill in the blanks with the words.  
 Put a purple line under the words that end like slide. see blew.

A pretty green sail boat is on the lake. The people in the boat do not the big cloud said that a fought storm is coming. If the wind hard it upset the boat. They should fight to shore.

hid

wide

night

sleds

knight

hide





Name \_\_\_\_\_, Date \_\_\_\_\_

Use the words in this list to  
fill in the blanks in the story,  
means would see blew

A pretty green sail boat is  
on the lake. The people in  
the boat do not \_\_\_\_\_ the big  
cloud that \_\_\_\_\_ a wind storm  
is coming. If the wind \_\_\_\_\_ hard  
it \_\_\_\_\_ upset the boat. They  
should hurry to shore.

the words in this letter

will be in the story

which are below

A pretty general look is

on the subject of the

the

the

the

the

the

the

the

the



SEVENTH WEEKWEDNESDAY1. Words taught according to PLAN FOR TEACHING WORDS.

trying

watch

## 2. Sentences for dictation.

The baby is trying to walk.

Her mother will watch her.

Auditory Discrimination Lesson

"Today we will say some words that end with l. Listen and say them after me."

school fill tell mail ball

"I'll say some words that rhyme with ball, when you hear one that doesn't rhyme put up your hand."

ball fall tall fluff stall call

"Can you think of some words that rhyme with bill?" List

"Now listen to these words that end with f."

buff if beef chief leaf

"Say these words after me."

deaf roof stiff loaf

"Let's play a game. Stand up. I'll say a word. You say the name of the last letter. If you say the wrong name you must sit down."

fluff still hat back gas bad wrong

man him leaf

MEMORANDUM

1. This report is submitted to the Board of Directors.

Very

Respectfully

2. The following is a summary of the results of the study.

The results of the study are as follows:

The study will be completed by the end of the year.

Summary of the Study

The study was conducted in order to determine the effect of the new policy on the company's performance.

The results of the study are as follows:

The study was conducted in order to determine the effect of the new policy on the company's performance.

The results of the study are as follows:

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The results of the study are as follows:

The study was conducted in order to determine the effect of the new policy on the company's performance.



Name \_\_\_\_\_ Date \_\_\_\_\_

Draw a ring around the word  
that rhymes with the word beside  
it.

boy

tip

top

toy

tell

well

wall

will

bed

feed

slid

sled

house

most

must

mouse

from a ring around the word  
of rhyme with the word before

tip  
top  
toy

boy

well  
wells  
will

bell

best  
bid  
bid

bed

best

best

best



Name \_\_\_\_\_ Date \_\_\_\_\_

1. Make a picture of a watch.

2. Make a picture of someone watching some thing.

3. Make a picture of yourself trying on some new shoes.

Date

Make a picture of a woman

Make a picture of someone  
watching some thing

Make a picture of yourself  
trying to save her space



SEVENTH WEEKTHURSDAY1. Words taught according to PLAN FOR TEACHING WORDS.

who

own

## 2. Sentences for dictation.

Who went to the store?

Do you own this dog?

Auditory Discrimination Lesson

A listening test.

"Write the last sound that you hear in \*-----."

tug

job

roof

peep

send

far

arm

boss

rail

fat

SECRET

1. The first paragraph of the report is as follows:

who

was

2. The second paragraph of the report is as follows:

who went to the airport

to get the first report

Additional information is as follows:

3. The third paragraph of the report is as follows:

\*With the last report that you have in your possession.

for	the
part	of
the	first
report	was
that	the



Name \_\_\_\_\_ Date \_\_\_\_\_

Make a picture of each word.

Draw the picture in the block beside the word.

lamp

cake

lamb

cage

lump

cab

shell

cheese


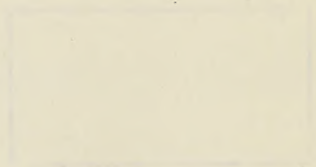
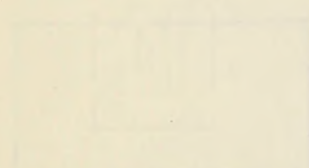
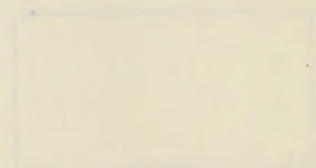
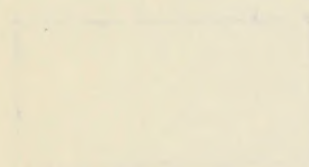



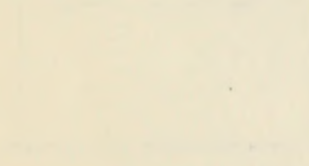
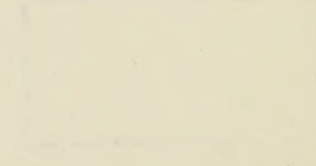


small

chair

spell

chief

Make a picture of each word  
 from the picture in the book  
 beside the word.

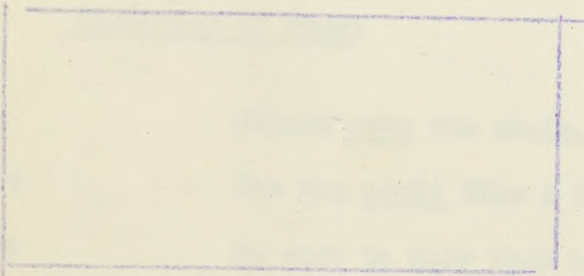
	cow		cow
	sheep		sheep
	pig		pig
	chicken		chicken
	goat		goat
	cat		cat



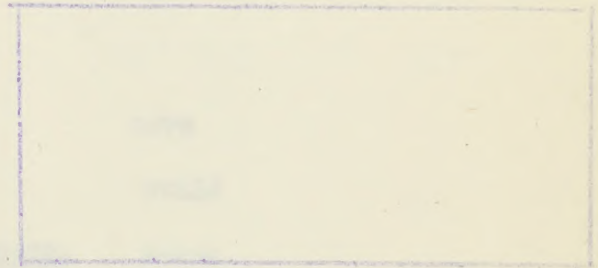
Name \_\_\_\_\_

Date \_\_\_\_\_

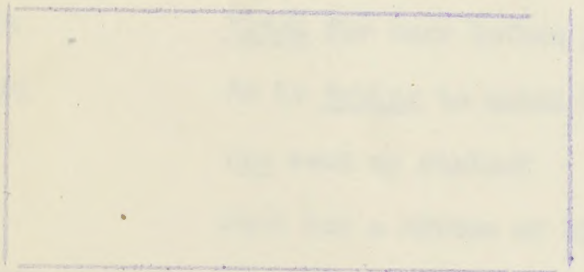
Make a picture of five things  
that you own. Write the word  
that tells what they are on the  
line under the picture.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Received of the  
Hon. Secy. of the Interior  
for the  
Department of the Interior  
the sum of \$100.00  
for the  
Department of the Interior

No.	Name	Amount	Total
1	John Doe	50.00	50.00
2	Jane Smith	25.00	75.00
3	Robert Brown	25.00	100.00
4	William Green	0.00	100.00
5	Elizabeth White	0.00	100.00
6	Thomas Black	0.00	100.00
7	Mary Gray	0.00	100.00
8	James Blue	0.00	100.00
9	Sarah Pink	0.00	100.00
10	George Yellow	0.00	100.00
11	Anna Red	0.00	100.00
12	Charles Purple	0.00	100.00
13	Henry Cyan	0.00	100.00
14	Lucy Magenta	0.00	100.00
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315	Sarah Brown		



SEVENTH WEEKFRIDAY1. Words taught according to PLAN FOR TEACHING WORDS.

hungry

snow

## 2. Sentences for dictation.

Boys like to make snow balls.

Playing makes children hungry.

Dictation of Words

move	Please <u>move</u> the chair.	move
would	The dog <u>would</u> like a bone.	would
means	Be sure to know what each word <u>means</u> .	means
moving	The train is <u>moving</u> slowly.	moving
watch	<u>Watch</u> for cars before you cross the street.	watch
trying	He is <u>trying</u> to catch the ball.	trying
who	<u>Who</u> went up stairs?	who
own	Jack has a kitten of his <u>own</u> .	own
hungry	I am <u>hungry</u> at lunch time.	hungry
snow	The children were playing in the <u>snow</u> .	snow

1. The first thing I noticed when I stepped out of the car was the cold air.

It was a sharp contrast to the warm car.

and

2. The second thing I noticed was the silence.

It was a strange silence, not the quiet of a library but the hush of a winter day.

Everything seemed so still and empty.

My first experience in the city

Now

When I stepped out of the car,

and

It was a sharp contrast to the warm car.

and

It was a strange silence, not the quiet of a library but the hush of a winter day.

and

Everything seemed so still and empty.

The first thing I noticed when I stepped out of the car was the cold air.

and

It was a sharp contrast to the warm car.

and

It was a strange silence, not the quiet of a library but the hush of a winter day.

and

Everything seemed so still and empty.

and

The first thing I noticed when I stepped out of the car was the cold air.

The children were playing in the snow, and



Name \_\_\_\_\_ Date \_\_\_\_\_

Fill in the blanks with the right word.

1. The things \_\_\_\_\_ on the table.  
were where

2. We will be ready to go in an  
\_\_\_\_\_.  
our hour

3. Jane is not \_\_\_\_\_ ready,  
quite quiet

4. Bobby \_\_\_\_\_ like to go with  
wood would  
us too.

5. We are going to \_\_\_\_\_ the  
sail sale  
boat.

Date

Fill in the blanks with the right

words from the box. Write them on the lines.

Words to be used:

1. The first two words are already written.

2. The third word is also written.

3. The fourth word is also written.

4. The fifth word is also written.

5. The sixth word is also written.



EIGHTH WEEKMONDAY

Dictation of review words.

wrapped	Mother <u>wrapped</u> the gift.	wrapped
going	The girl is <u>going</u> home.	going
knock	Don't <u>knock</u> on the door.	knock
brake	The <u>brake</u> stops the car.	brake
running	Six boys were <u>running</u> a race.	running
sail	The boat has one big white <u>sail</u> .	sail
dancing	The children were <u>dancing</u> .	dancing
stopped	The bus <u>stopped</u> at the red light.	stopped
peace	We want <u>peace</u> , not war.	peace
straight	Can you make a <u>straight</u> line?	straight
their	<u>Their</u> hands are clean.	their
pleased	Mother was <u>pleased</u> when I helped her.	pleased.
said	He <u>said</u> that he was going.	said
there	Sit over <u>there</u> .	there
they	Where are <u>they</u> ?	they

TUESDAY

Study period.

1. Pupils study each word failed on Monday test.
2. Pupils find words they failed on the blackboard.
3. Close eyes and spell word to themselves. Open eyes and look at the word on the board.
4. Pupils write word without looking at word on board.
5. Pupils check the word with the one on the board.
6. Study each word failed at least three times.

Teacher checks work and helps those having difficulty.





EIGHTH WEEKWEDNESDAY

Dictation of review words.

could	Ben <u>could</u> run fast.	could
heard	I <u>heard</u> a knock on the door.	heard
what	<u>What</u> is it?	what
see	Did you <u>see</u> it?	see
blew	The wind <u>blew</u> the paper away.	blew
move	Did you <u>move</u> the table?	move
means	Do you know what the teacher <u>means</u> ?	means
would	Dick <u>would</u> like to go to the ball game.	would
moving	The <u>moving</u> truck stopped at the white house.	moving
who	<u>Who</u> went to the store?	who
trying	The baby is <u>trying</u> to walk.	trying
watch	Her mother will <u>watch</u> her.	watch
snow	Boys like to make <u>snow</u> balls.	snow
hungry	Playing makes children <u>hungry</u> .	hungry

THURSDAY

Study period as on Tuesday.

FRIDAY

Dictation of words selected from these most difficult for the group.

INDEX

INDEX

Section of words

Section of words

Section of words

Section of words

Section of words

Section of words

Section of words

Section of words

Section of words

Section of words

Section of words

Section of words

Section of words

Section of words

Section of words

Section of words

INDEX

Section of words

INDEX

Section of words

Section of words



NINTH WEEKMONDAY

1. Words taught according to PLAN FOR TEACHING WORDS.

build  
coming

2. Sentences for dictation.

The boys will build a hut.

Who is coming to the party?

Auditory Discrimination lesson

"Some words have two beginning sounds."

"What is the first sound in down?"

"What is the first sound in run?"

"Now I'll say some words that begin with dr." Listen

drove      drop      drink

"Can you think of some words that begin with dr?" List on board.

"Now what two letters do you hear at the beginning of these words?"

tráp      trunk      track      train

"Yes t r Can you think of some other words that begin with tr?"

"What are the first two letters in green grass grow?"

"What is the sound of g r?"

"Let's see how many words we can think of that begin with gr."





Name \_\_\_\_\_ Date \_\_\_\_\_

Put words that rhyme in the boxes beside the words. The first one is done for you.

1.

mill

fill

still

2.

back

3.

rake

4.

sand

5.

top

6.

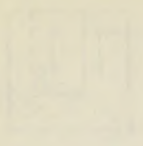
fit

7.

bed

8.

wall



11-3	11-3
11-3	11-3
11-3	11-3





Name \_\_\_\_\_ Date \_\_\_\_\_

Fill in the blanks in the story with words from this list.

coming build snow hungry

Mary, Tom and Joan were going to make a \_\_\_\_\_ fort but they felt \_\_\_\_\_ for their lunch. They are \_\_\_\_\_ back this afternoon to \_\_\_\_\_ it.

Fill up the blanks in the story  
with words from this list.

granted were blind primos

May's Tom and Jack were doing

to make a business out of it but

they left for the city

they are in the city

at the city city

for the city city

1911



NINTH WEEKTUESDAY

1. Words taught according to PLAN FOR TEACHING WORDS.

quite

sale

2. Sentences for dictation.

The white house is for sale.

It is quite near my house.

Auditory Discrimination Lesson.

"Yesterday we listened to words that began with two letters. Today see if you can tell me the first two letters that you hear in

bridge      brown      broke      brother

"Yes b r." "What sound is that?"

"Tell me some other words that begin with br."

"What two letters do you hear at the beginning of these words?"

frog      fruit      frightened      frown

"Let's write, on the board all the words that you can think of that begin with fr."

SECRET

1. This report is submitted to the President and the Secretary of State.

2. This report is submitted to the President and the Secretary of State.

3. This report is submitted to the President and the Secretary of State.

4. This report is submitted to the President and the Secretary of State.

5. This report is submitted to the President and the Secretary of State.

6. This report is submitted to the President and the Secretary of State.

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12. This report is submitted to the President and the Secretary of State.

13. This report is submitted to the President and the Secretary of State.

14. This report is submitted to the President and the Secretary of State.

15. This report is submitted to the President and the Secretary of State.

16. This report is submitted to the President and the Secretary of State.



Name \_\_\_\_\_ Date \_\_\_\_\_

Look at the word in the block.  
Read the sentence. Then write  
the word that rhymes with the  
first word.

1.

house

A little animal

2.

bed

Something you slide on

3.

bear

A fruit

4.

boat

Something to wear

5.

sun

Something to shoot with

6.

moon

Something you eat with

7.

play

A color

could not in any way to lead  
that the sentence then write  
the word that rhyme with the  
first word.

	A little animal	noticed
	something you often	see
	A little	bird
	something to wear	that
	something to do	with
	something to do	with
	A color	red



Name \_\_\_\_\_

Word Meaning

Date \_\_\_\_\_

127

127

Draw a line from the word to its meaning.

Words

Meanings

build

a part

hear

look at

quite

wholly

piece

make

watch

fast

quick

listen to

Disturbance of the blood

to its meaning

Meanings

a part

to look at

quite

please

what

of

the

the

the

the



NINTH WEEKWEDNESDAY1. Words taught according to PLAN FOR TEACHING WORDS.

were

hour

## 2. Sentences for dictation.

Were you late for school?

Come home in an hour.

Auditory Discrimination Lesson

"What sound do you hear at the beginning of these words?"

clash climb block clean

"What two letters make this sound?" Write cl on board.

"What sound do you hear at the beginning of these words?"

flag fly floor

"What two letters make this sound?" Write fl on board.

These words begin with a different sound. Listen and then tell what the sound is."

play plate please

"What two letters make this sound?" Write pl on the board.cl fl pl

"Let's play a game. Stand up. I'll point to the beginning letters.

See if you can say a word that begins that way. If you can't think of one you must sit down."

REVISION

1. Notes taught according to plan for revision.

Notes

Notes

2. Questions for revision.

What are the facts for each?

What are the facts for each?

REVISION

"What sound do you hear at the beginning of these words?"

clean clean clean

"What two letters make this sound? Write it on board."

"What sound do you hear at the beginning of these words?"

floor floor floor

"What two letters make this sound? Write it on board."

These words begin with a different sound. Listen and then tell

What the sound is."

play please

"What two letters make this sound? Write it on the board."

ei ei ei

"Let's play a game. Stand up. I'll point to the beginning letters.

Now if you see any word that begins that way, if you can't

think of one you may sit down."



Name \_\_\_\_\_ Date \_\_\_\_\_

Write the right word in the blank.

1. A duck says \_\_\_\_\_, quarter  
queer  
quack
2. A bird can \_\_\_\_\_, flip  
fly  
flew
3. We sleep in a \_\_\_\_\_, bad  
bed  
bid
4. The bird is in a \_\_\_\_\_, cake  
cage  
came
5. A dog can \_\_\_\_\_, bark  
back  
bank
6. We live in a \_\_\_\_\_, horse  
house  
hose

Date \_\_\_\_\_

Write the right word in the blank.

quack  
quack  
quack

\_\_\_\_\_ a duck says

fly  
fly  
fly

\_\_\_\_\_ a bird can

climb  
climb  
climb

\_\_\_\_\_ a cat can

swim  
swim  
swim

\_\_\_\_\_ a fish can

hop  
hop  
hop

\_\_\_\_\_ a frog can

run  
run  
run

\_\_\_\_\_ a person can



Name \_\_\_\_\_ Date \_\_\_\_\_

Fill in the blanks with the right word.

1. The things \_\_\_\_\_ on the table.  
were where

2. We will be ready to go in an  
\_\_\_\_\_.  
our hour

3. Jane is not \_\_\_\_\_ ready,  
quite quiet

4. Bobby \_\_\_\_\_ like to go with  
wood would  
us too.

5. We are going to \_\_\_\_\_ the  
sail sale  
boat.

Date

Fill in the blanks with the right

word.

1. The things \_\_\_\_\_ on the table  
were \_\_\_\_\_

2. We will be ready to go in an

our hour

3. Jane is not \_\_\_\_\_  
\_\_\_\_\_ quite quiet

4. Baby \_\_\_\_\_  
\_\_\_\_\_ would \_\_\_\_\_

us \_\_\_\_\_

5. We are going to \_\_\_\_\_  
\_\_\_\_\_ the \_\_\_\_\_

\_\_\_\_\_



NINTH WEEKTHURSDAY1. Words taught according to PLAN FOR TEACHING WORDS.

sea

blue

## 2. Sentences for dictation.

A boat is sailing on the sea.

My aunt owns a blue car.

Auditory Discrimination Lesson

A listening test.

"Write the first two letters that you hear in these words."

plane

group

climb

tree

glass

flag

drop

brown

brother

frog

Visual Discrimination Lesson

"Write the words that I show you on these cards."

Cards held up for all pupils to see for five seconds.

Words Flashed

new

czar

way

science

bureau

pound

feather

biscuit

thought

neigh





Name \_\_\_\_\_ Date \_\_\_\_\_

1. Put a blue line under all the words that are colors.

blew

red

read

write

yellow

white

blue

purple

green

pencil

2. Make a picture of the sea.  
Under the picture write a sentences about it.

---

---

---

---

Date

Put in blue line water all the

words that are colors

red

white

yellow

purple

orange

all the colors of the sea

a few more colors

the colors of the sea

the colors of the sea

the colors of the sea



NINTH WEEKFRIDAY

1. Words taught according to PLAN FOR TEACHING WORDS.

our

note

2. Sentences for dictation.

This is our house.

Mother gave me a note for the store man.

Dictation of Words

build	The men are going to <u>build</u> a new house.	build
coming	The parade is <u>coming</u> .	coming
quite	It is not <u>quite</u> time to go.	quite
sale	There is a big <u>sale</u> at the food store.	sale
were	There <u>were</u> five elephants in the parade.	were
hour	There are sixty minutes in an <u>hour</u> .	hour
sea	The <u>sea</u> is very rough today.	sea
blue	Jim has <u>blue</u> eyes.	blue
our	Keep <u>our</u> schoolyard clean.	our
note	Write the <u>note</u> with a pencil.	note

THESE

1. Words taught according to PLAN FOR 1940-41

THE

note

2. Sentences for dictation.

This is my house.

Another gave me a note for the other man.

Distinction of words

bull's	The man was going to bull's-eye me.	bull's
ending	The sentence is ending.	ending
quite	It is not quite like the first.	quite
note	There is a note on the first page.	note
very	There were five elephants in the parade.	very
hour	There are thirty minutes in an hour.	hour
see	The cat is very much today.	see
blue	The sea blue sky.	blue
our	Keep our neighborhood clean.	our
note	Write the note with a pencil.	note



TENTH WEEKMONDAY1. Words taught according to PLAN FOR TEACHING WORDS.

making

yellow

## 2. Sentences for dictation.

What are you making?

The yellow light says look out.

Auditory Discrimination Lesson

"Today we are going to listen for words that rhyme."

"Like , ten hen pen are words that rhyme."

"Listen to the words that I say and then tell me a wordd that rhymes with them."

hat cat mat \_\_\_\_\_

hay play say \_\_\_\_\_

bill fill mill \_\_\_\_\_

fun gun run \_\_\_\_\_

pen ten when \_\_\_\_\_

bell fell shell \_\_\_\_\_

spin grin pin \_\_\_\_\_

1. Words taught according to the following order:

ending

ending

2. Sentences for dictation:

What are you making?

The yellow light says look out.

Activity: Classification

"Today we are going to listen for words that rhyme."

"Also, see how the words that rhyme."

"Listen to the words that I say and then tell me a word that

rhymes with them."

has hat \_\_\_\_\_

may play \_\_\_\_\_

all still \_\_\_\_\_

fun run \_\_\_\_\_

pat sat what \_\_\_\_\_

ball toll shall \_\_\_\_\_

spin spin spin \_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

Draw a ring around the parts of these words that are alike.

church

chickens

cherries

shoes

shelf

shell

truck

train

tramp

wheel

where

when

thimble

think

thumb

bridge

brought

brown

fly

flip

flower

clown

cloud

clear

spoon

spell

spill

dress

drink

drive

slip

sled

slide

stump

stop

still





Name \_\_\_\_\_ Date \_\_\_\_\_

Word Meaning

Make a list of five things that  
you know that are yellow.

Make their pictures in the  
boxes beside the words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





TENTH WEEKTUESDAY

1. Words taught according to PLAN FOR TEACHING WORDS.

night

which

2. Sentences for dictation.

We go to sleep at night.

Which game do you want to play.

Auditory Discrimination Lesson.

"What can you tell me about these words?"

run fun sun

"Yes, they rhyme."

"I'll say a word and you write a word on the blackboard that rhymes with it."

spell win fall clay mill hen say gun pig

THE END

THE END

THE END OF THE WORLD

which

which

THE END OF THE WORLD

THE END OF THE WORLD

THE END OF THE WORLD

THE END OF THE WORLD

THE END OF THE WORLD

THE END OF THE WORLD

THE END OF THE WORLD

THE END OF THE WORLD

THE END OF THE WORLD

THE END OF THE WORLD



Name \_\_\_\_\_ Date \_\_\_\_\_

Draw a ring around the parts  
of the words that are alike.

dish fish wish	witch catch pitch	boxes houses noses
must post last	come came same	back pick duck
eleven kitchen children	brown gown town	shout about scout
eating coming going	gray every birthday	mother father sister

Draw a ring around the parts  
of the words that are alike.

box	with	dish
house	catch	fish
nose	pitch	wish
back	come	run
pick	come	foot
cluck	some	look
about	down	eleven
about	down	written
count	down	children
all	up	bring
together	up	bring



Name \_\_\_\_\_ Date \_\_\_\_\_

1. Write the opposite of each word on the line beside it.

summer \_\_\_\_\_

day \_\_\_\_\_

early \_\_\_\_\_

slow \_\_\_\_\_

stop \_\_\_\_\_

coming \_\_\_\_\_

dark \_\_\_\_\_

2. Which would you like to own a dog or a cat? Why?

What is the opposite of each word  
on the line beside it.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



TENTH WEEKWEDNESDAY1. Words taught according to PLAN FOR TEACHING WORDS.

than

to

## 2. Sentences for dictation.

Dick is taller than Tom.

Jack ran to school.

Auditory Discrimination Lesson

"Today we will play another game with words that rhyme. This time I'll say the first sound and you go to the board and write words with the first sound that rhyme with fell."

sp\_\_\_\_ sh\_\_\_\_ t\_\_\_\_ sm\_\_\_\_ b\_\_\_\_

"Now we'll write words that rhyme with pet."

s\_\_\_\_ l\_\_\_\_ n\_\_\_\_ w\_\_\_\_

"Make these words rhyme with rag."

b\_\_\_\_ s\_\_\_\_ st\_\_\_\_ dr\_\_\_\_ l\_\_\_\_

1. When the subject is a noun, the verb is in the singular.

2. When the subject is a pronoun, the verb is in the singular.

3. When the subject is a noun, the verb is in the plural.

4. When the subject is a pronoun, the verb is in the plural.

5. When the subject is a noun, the verb is in the plural.

6. When the subject is a pronoun, the verb is in the plural.

7. When the subject is a noun, the verb is in the plural.

8. When the subject is a pronoun, the verb is in the plural.

9. When the subject is a noun, the verb is in the plural.

10. When the subject is a pronoun, the verb is in the plural.

11. When the subject is a noun, the verb is in the plural.

12. When the subject is a pronoun, the verb is in the plural.

13. When the subject is a noun, the verb is in the plural.

14. When the subject is a pronoun, the verb is in the plural.

15. When the subject is a noun, the verb is in the plural.



Name \_\_\_\_\_

Date \_\_\_\_\_

1. Draw a red line under all the words that rhyme with look.
2. Draw a green line around all the words that rhyme with catch.

book

batch

match

stich

latch

took

night

patch

crook

nook

cool

broom

back

brook

How a good time makes all the world  
that is, with love

How a good time makes all the world  
that is, with love

How a good time makes all the world  
that is, with love

How a good time makes all the world  
that is, with love

How a good time makes all the world  
that is, with love

How a good time makes all the world  
that is, with love

How a good time makes all the world  
that is, with love

How a good time makes all the world  
that is, with love

How a good time makes all the world  
that is, with love



Name \_\_\_\_\_

Date \_\_\_\_\_

Fill in the blanks with words from this list.

than to note late always  
our

1. Do not be \_\_\_\_\_ for school.
2. \_\_\_\_\_ look both ways before crossing the street.
3. Betty likes candy better \_\_\_\_\_ pie.
4. I will write a \_\_\_\_\_ to your mother.
5. We will go \_\_\_\_\_ the park.





TENTH WEEKTHURSDAY

1. Words taught according to PLAN FOR TEACHING WORDS.

two

too

2. Sentences for dictation.

The baby is too small to play.

He is two years old.

Auditory Discrimination Lesson

A listening test.

"Write a word that rhymes with the word that I say.

Do not write the same word that I say."

"Write a word that rhymes with \_\_\_\_\_."

bill

dig

win

run

man

pay

bag

hen

tell

ball

Visual Discrimination Lesson

Directions:

"Look at the words across your paper. Cross out the word that you see on the card that I hold up."

Card held so that all pupils can see the word for five seconds.

Words to be Crossed Out

baroness

herbage

cruise

identical

wicket

EXERCISES

1. Write a word for each of the following:

two

ten

2. Write a word for each of the following:

The body of the earth is light.

He is ten years old.

EXERCISES

A. Write a word for each of the following:

Write a word for each of the following:

Do not write the same word twice.

Write a word for each of the following:

all	oil
via	win
can	can
has	has
sell	sell

EXERCISES

1. Write a word for each of the following:

Look at the words across your paper. Does any one word look like you can

on the line that I told you?

Can you find one word that all people can use the word for the exercise?

EXERCISES

between	between
either	either
along	along



Name \_\_\_\_\_ Date \_\_\_\_\_

Cross out the word that you see on the card.

1. barrette burrow barracks barrister baroness

2. cruet cruise cruiser crucial crucible

3. wicket winnow warren warrant warner

4. hanger harangue herbage harborage harbinger

5. identity identical identify idealist idealize

Page

Choose out the word that you are on

the card

homophones know words homophones

of the same sound but different meaning

which means when you hear

the same sound but different meaning

that is called homophones



Name \_\_\_\_\_ Date \_\_\_\_\_

Fill in the blanks with -

to two too

1. Doris has \_\_\_\_\_ cents.
2. Jim saw the pictures \_\_\_\_\_.
3. He went \_\_\_\_\_ his uncle's house.
4. There he saw \_\_\_\_\_ big dogs.
5. There were some puppies \_\_\_\_\_.
6. They were \_\_\_\_\_ little to bark.
7. Uncle Bob gave a puppy \_\_\_\_\_ him.





TENTH WEEKFRIDAY1. Words taught according to PLAN FOR TEACHING WORDS.

always

late

## 2. Sentences for dictation.

Always do what mother says.

Were you late for school?

Dictation of Words

making	The men are <u>making</u> a new road.	making
yellow	A little chicken is <u>yellow</u> .	yellow
night	It was a very dark <u>night</u> .	night
which	<u>Which</u> piece of cake do you want?	which
than	This piece is bigger <u>than</u> that one.	than
to	Will you go <u>to</u> the store?	to
always	The policeman is <u>always</u> on the corner.	always
too	That glass is <u>too</u> big.	too
late	Do not be <u>late</u> for school.	late
two	There are <u>two</u> books on the table.	two

THESE

1. Words which according to the English...

which

late

2. Examples for illustration.

Always in that position.

There was late for school.

Illustration of words

which	The bus was <u>late</u> a few times.	which
yellow	A little <u>yellow</u> is visible.	yellow
right	It was a very <u>right</u> thing.	right
which	<u>Which</u> place of ours do you want?	which
when	This <u>when</u> is later than the one.	when
so	Will you be <u>so</u> kind?	so
always	The children are <u>always</u> in the corner.	always
see	That <u>see</u> is for the.	see
late	To not be <u>late</u> for school.	late
two	There are <u>two</u> books on the table.	two



ELEVENTH WEEKMONDAY

1. Words taught according to PLAN FOR TEACHING WORDS.

where

bought

2. Sentences for dictation.

Where are you going?

Jack bought a red ball.

AUDITORY DISCRIMINATION LESSON

"Today we are going to write some words. You are to listen to the word. You may not have heard the word before but they are spelled just the way they sound. Listen carefully. Then write the word."

Words to be spelled

content

intermit

deport

lumbago

elongate

merman

filibuster

platform

gulch

sapling

1. Words found in the text

Word

Meaning

2. Words found in the text

Word

Meaning

3. Words found in the text

Word

Meaning

Word

Meaning

Word

Meaning

4. Words found in the text

Word

Meaning

Word

Meaning

Word

Meaning

Word

Meaning

Word

Meaning



Name \_\_\_\_\_ Date \_\_\_\_\_

Here are some spelling words  
that we know -

where

who

what

which

Write a question using each  
one of these words.

---

---

---

---

2. Make a list of some things  
that you have bought at the  
store. Make a picture beside  
each word.

There are some spelling words

that we know

where

what

Write a question using each

of these words

where

what

Write a question using each

of these words

where

what

Write a question using each

of these words

where

what

Write a question using each

of these words

where

what

Write a question using each

of these words

where

what

Write a question using each

of these words



ELEVENTH WEEKTUESDAY

1. Words taught according to PLAN FOR TEACHING WORDS.

flower

those

2. Sentences for dictation.

A rose is a flower.

Put those books on the desk.

Auditory Discrimination Lesson

## Directions:

"Each box in each row below stands for a word. Listen carefully.

I will say the word that belongs with each box. One word has the sound of some certain letters. I will tell you what sound it is.

When you hear it make a cross in the box for that word."

"Make a cross in the box that stands for a word that has: (Repeat phrase each time.)

1. the letter "f" as in fun

hat    very    fit    boy

2. the letter "l" as in lad.

cap    sip    bed    long

3. the letters "ch" as in chair

chicken    cook    kitten    clean

4. the letters "gr" as in grass

brown    glass    grow    gay

5. the letter "w" as in way

wiggle    where    then    twice





Name \_\_\_\_\_

Date \_\_\_\_\_

Sample



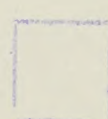
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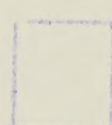
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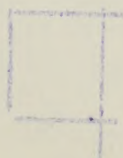
3.



4.



5.







Name \_\_\_\_\_

Date \_\_\_\_\_

Make a picture of each word.

Draw the picture in the block  
beside the word.

bed

cheese

bad

chair

bud

chain

car

bear

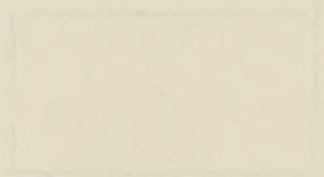
can

beat

cat

deer

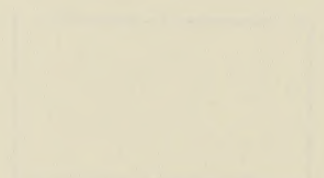
Draw the picture in the blank  
beside the word.  
Make a picture of each word.



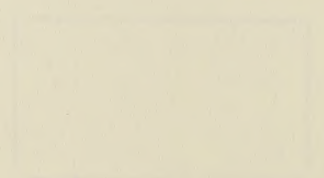
bed



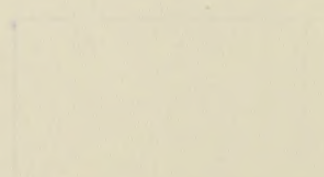
bat



bad



in



red



Name \_\_\_\_\_ Date \_\_\_\_\_

Put a line under each word that is a flower. Make a picture of the flower beside the word.

rose

violet

those

purple

daisy

buttercup

dairy

butter

petunid

goldenrod

pretty

goldilocks





ELEVENTH WEEKWEDNESDAY1. Words taught according to PLAN FOR TEACHING WORDS.

having

wear

## 2. Sentences for dictation.

We are having ~~dux~~ lunch.

Wear your rubbers.

Auditory Discrimination Lesson

"Today we are going to listen to some words and then write them.

You may not have heard the word before but it is spelled

just the way it sounds. Listen carefully. Then write the word."

Words to be spelled

brad

monster

convent

ramrod

detach

talisman

grond

ulster

indolent

jocund

Visual Discrimination LessonDirections:

"Look at the words across your paper. Cross out the word that you see on the card."

Card with the word on it held up for five seconds.

Words to be flashed

municipality

turpentine

versatile

anchorage

decimal

1891

1. The first of the year was a very dry one.

1891

1891

2. The second of the year was a very dry one.

3. The third of the year was a very dry one.

4. The fourth of the year was a very dry one.

5. The fifth of the year was a very dry one.

6. The sixth of the year was a very dry one.

7. The seventh of the year was a very dry one.

8. The eighth of the year was a very dry one.

9. The ninth of the year was a very dry one.

10. The tenth of the year was a very dry one.

11. The eleventh of the year was a very dry one.

12. The twelfth of the year was a very dry one.

13. The thirteenth of the year was a very dry one.

14. The fourteenth of the year was a very dry one.

15. The fifteenth of the year was a very dry one.

16. The sixteenth of the year was a very dry one.

17. The seventeenth of the year was a very dry one.

18. The eighteenth of the year was a very dry one.

19. The nineteenth of the year was a very dry one.

20. The twentieth of the year was a very dry one.

21. The twenty-first of the year was a very dry one.

22. The twenty-second of the year was a very dry one.

23. The twenty-third of the year was a very dry one.

24. The twenty-fourth of the year was a very dry one.

25. The twenty-fifth of the year was a very dry one.



Name \_\_\_\_\_ Date \_\_\_\_\_

Cross out the word that you see on the card.

1. municipal municipality munificence munificence
2. turntable tumultuous turbination turpentine
3. versatile versatility versification versiform
4. ancestor ancestral anchorage anchovy
5. decimal decipher declamation decimally





Name \_\_\_\_\_ Date \_\_\_\_\_

Put these words in the right blanks.

which those making having wear

1. Put \_\_\_\_\_ flowers on the table.

2. We are \_\_\_\_\_ a party.

3. \_\_\_\_\_ a pretty dress.

4. Mother is \_\_\_\_\_ ice cream.

5. \_\_\_\_\_ kind of cake do you want?





ELEVENTH WEEKTHURSDAY

1. Words taught according to PLAN FOR TEACHING WORDS.

back

pair

2. Sentences for dictation.

Do you have a straight back?

Sally has a pair of new shoes.

Auditory Discrimination LessonDirections:

"Each block in each row below stands for a word. Listen carefully. I will say the word that belongs with each block. One word has the sound of some certain letters. I will tell you what the sound is. When you hear it make a cross in the block for that word."

"Make a cross in the box that stands for a word that has: (Repeat phrase each time.)

1. the letters "wh" as in where  
your      will      whistle      there

5. the letters "sh" as in shoe  
dish      sun      child      tease

2. the letters "lk" as in talk  
rock      risk      salt      walk

3. the letters "ck" as in back  
tag      big      pluck      cave

4. the letters "nt" as in went  
rake      bet      aunt      ten

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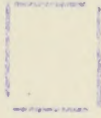
104



Name \_\_\_\_\_

Date \_\_\_\_\_

Sample



1.



2.



3.

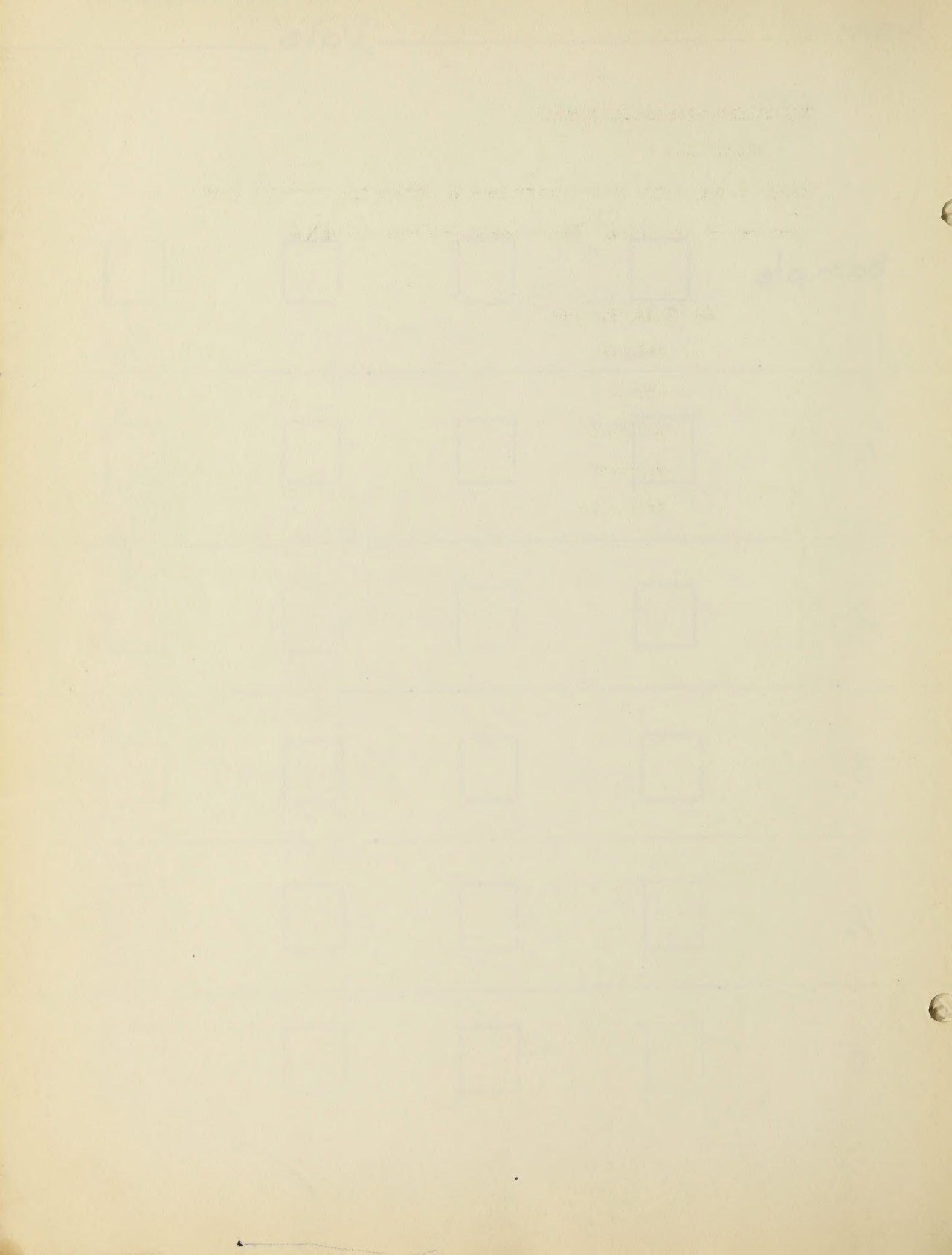


4.



5.







Visual Discrimination Lesson

## Directions :

"Look at the words across your paper. Cross out the word that you see on the card." ( Card shown for five seconds.)

Words to be Flashed

devixus

baton

penalize

spectrum

bounteous





Name \_\_\_\_\_ Date \_\_\_\_\_

Cross out the word that you see  
on the card.

1. denim dermis dervish devious denizen
2. batter banter baton bittern beacon
3. penguin peninsula penetrate penalize pemmican
4. specify specific speciality spectacular spectrum
5. bounteous bountiful bounty boulevard boutonniers

There are all the ways that you are  
in the world.

There are all the ways that you are  
in the world.

There are all the ways that you are  
in the world.

There are all the ways that you are  
in the world.

There are all the ways that you are  
in the world.

There are all the ways that you are  
in the world.



Name \_\_\_\_\_ Date \_\_\_\_\_

Make pictures of these pairs.

a pair of mittens -

a pair of shoes -

a pair of gloves -

a pair of slippers -

a pair of rubbers -

a pair of socks -

a pair of stockings -

a pair of skates

Date \_\_\_\_\_

Make picture of these points.

A bar of light

- 8000 to 10000

- 8000 to 10000

- 8000 to 10000

- 8000 to 10000

- 8000 to 10000

- 8000 to 10000

- 8000 to 10000



ELEVENTH WEEKFRIDAY1. words taught according to PLAN FOR TEACHING WORDS.

face

bare

## 2. Sentences for dictation.

Did you wash your face?

In winter the trees are bare.

## Dictation of Words

where	<u>Where</u> is the ball?	where
bought	Betty <u>bought</u> an ice cream cone.	bought
those	Put <u>those</u> flowers in a vase.	those
having	Is Mary having a birthday party?	having
wear	Do not <u>wear</u> your best clothes out to play.	wear
back	The garden is in <u>back</u> of the house.	back
pair	Mother knit me a <u>pair</u> of mittens,	pair
face	Is your <u>face</u> clean?	face
bare	It is fun to walk in the grass with <u>bare</u> feet.	bare

1. North's family background

North's family background is described in the text. The family is a well-to-do one, with a long history of public service. North's father, a prominent figure in the community, is a member of the local board of directors. North's mother, a devoted homemaker, is also a member of the local board of directors. North's family is a well-to-do one, with a long history of public service. North's father, a prominent figure in the community, is a member of the local board of directors. North's mother, a devoted homemaker, is also a member of the local board of directors.

End of Chapter

North's family background is described in the text.

North's family background is described in the text. The family is a well-to-do one, with a long history of public service. North's father, a prominent figure in the community, is a member of the local board of directors. North's mother, a devoted homemaker, is also a member of the local board of directors. North's family is a well-to-do one, with a long history of public service. North's father, a prominent figure in the community, is a member of the local board of directors. North's mother, a devoted homemaker, is also a member of the local board of directors.



TWELTH WEEKMONDAY

## Dictation of Review Words

build	The boys will <u>build</u> a hut.	build
coming	Who is <u>coming</u> to the party?	coming
sale	The white house is for <u>sale</u> .	sale
quite	It is <u>quite</u> near my house.	quite
were	<u>Were</u> you late for school?	were
hour	Come home in an <u>hour</u> .	hour
sea	A boat is sailing on the <u>sea</u> .	sea
blue	My aunt owns a <u>blue</u> car.	blue
our	This is <u>our</u> house.	our
note	Mother gave me a <u>note</u> for the store man.	note
making	What are you <u>making</u> ?	making
yellow	The <u>yellow</u> light says look out.	yellow
night	We go to sleep at <u>night</u> .	night
which	<u>Which</u> game do you want to play?	which
than	Dick is taller <u>than</u> Tom.	than

TUESDAY

Study period. Follow the plan for fourth week, Tuesday.

WEDNESDAY

## Dictation of review words

to	Jack ran <u>to</u> school.	to
always	<u>Always</u> do what mother says.	always
late	Were you <u>late</u> for school?	late
too	The baby is <u>too</u> small.	too
two	He is <u>two</u> years old.	two
where	Where are you going?	where





bought	Jack <u>bought</u> a red ball.	bought
flower	A rose is a <u>flower</u> .	flower
those	Put <u>those</u> books on the table.	those
having	We are <u>having</u> our lunch.	having
wear	<u>Wear</u> your rubbers.	wear
back	Do you have a <u>straight back</u> ?	<del>back</del> light
pair	Sally has a <u>pair</u> of new shoes.	pair
face	Did you wash your <u>face</u> ?	face
bare	In winter the trees are <u>bare</u> .	bare

THURSDAY

Study period

FRIDAY

Dictation of the fifteen words most difficult for the group.

beginning

and finally a few days

beginning

middle

a time is a time

middle

end

the end of the world as we know it

end

beginning

to the beginning of time

beginning

year

year after year

year

beginning

to the beginning of the world

beginning

year

year after year

year

year

the year after year

year

year

in the year after year

year

beginning

the beginning of the world

beginning

beginning of the world as we know it



READING: JAMES WOLF

Read these words here:

1. to	The boy is on the road.	to
2. my	Keep it on the table.	my
3. with	How much money?	with
4. here	They live here.	here
5. they	They came to school.	they
6. later	The teacher saw a black sheep.	later
7. take	The boy took his book home.	take
8. sound	It was a loud sound.	sound
9. there	The ship went to the harbor.	there
10. was	The ground was very dry.	was
11. past	It was a long time ago.	past
12. all	The ship was all day.	all
13. with	The people were all with.	with
14. the	The library has the books.	the
15. too	There are too many books.	too
16. yellow	The teacher was yellow.	yellow
17. was	That's a bad word.	was
18. with	The boy was with the girls.	with
19. saying	He is saying to the boys.	saying
20. always	Always in your book.	always
21. hear	You may play for an hour.	hear
22. my	They heard a loud cry.	my
23. world	The world is very big.	world
24. making	The house is being made.	making
25. build	They want to build a house.	build

1891	Jan 1	1891	1891
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1891	Jan 27	1891	1891
1891	Jan 28	1891	1891
1891	Jan 29	1891	1891
1891	Jan 30	1891	1891
1891	Jan 31	1891	1891
1891	Feb 1	1891	1891
1891	Feb 2	1891	1891
1891	Feb 3	1891	1891
1891	Feb 4	1891	1891
1891	Feb 5	1891	1891
1891	Feb 6	1891	1891
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1891	Feb 24	1891	1891
1891	Feb 25	1891	1891
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1891	Feb 27	1891	1891
1891	Feb 28	1891	1891
1891	Feb 29	1891	1891
1891	Feb 30	1891	1891
1891	Feb 31	1891	1891



SPELLING ACHIEVEMENT TESTThird Grade starts here

1. on	The book is <u>on</u> the desk.	on
2. eye	Keep an <u>eye</u> on the ball.	eye
3. back	Come <u>back</u> quickly.	back
4. here	They live <u>here</u> .	here
5. they	<u>They</u> came to school.	they
6. bear	The hunter saw a black <u>bear</u> .	bear
7. late	One boy was <u>late</u> for school.	late
8. round	It was <u>round</u> like a ball.	round
9. face	The wind blew in my <u>face</u> .	face
10. snow	The ground was white with <u>snow</u> .	snow
11. poor	It was a <u>poor</u> piece of work.	poor
22. sick	The <u>sick</u> boy went home.	sick
13. cent	The pencil cost one <u>cent</u> .	cent
14. new	The library has <u>new</u> books,	new
15. too	There has been <u>too</u> much rain.	too
16. yellow	The butter was <u>yellow</u> .	yellow
17. wear	<u>Wear</u> a warm coat.	wear
18. brake	Put your foot on the <u>brake</u> .	brake
19. trying	He is <u>trying</u> to do good work.	trying
20. always	<u>Always</u> do your best work.	always
21. hour	You may play for an <u>hour</u> .	hour
22. cry	They heard a loud <u>cry</u> .	cry
23. would	You <u>would</u> like that book.	would
24. making	The baker is making bread.	making
25. build	They want to build a house.	build

THE NEW YORK PUBLIC LIBRARY

ASTOR LENOX TILDEN FOUNDATION

THE NEW YORK PUBLIC LIBRARY

1.	on	The book is on the shelf.	1.	on
2.	eye	Look at the eye on the wall.	2.	eye
3.	back	These books are on the back.	3.	back
4.	down	They have gone down.	4.	down
5.	then	They were so common.	5.	then
6.	door	The porter saw a black door.	6.	door
7.	into	The boy ran into the school.	7.	into
8.	round	It was round like a ball.	8.	round
9.	face	The wife blew in the face.	9.	face
10.	and	The ground was white with snow.	10.	and
11.	past	It was a clear night of moon.	11.	past
12.	side	The ship lay on the side.	12.	side
13.	hand	The pencil held the hand.	13.	hand
14.	new	The library has new books.	14.	new
15.	low	There has been a low tide.	15.	low
16.	yellow	The water was yellow.	16.	yellow
17.	went	They went on the boat.	17.	went
18.	house	It was a house on the hill.	18.	house
19.	trying	He is trying to do more work.	19.	trying
20.	always	Always it is a good word.	20.	always
21.	how	How many are in the room?	21.	how
22.	up	It is a book of the up.	22.	up
23.	world	It is a book of the world.	23.	world
24.	nothing	The water in the tank is nothing.	24.	nothing
25.	half	They were so like a house.	25.	half



26. which	<u>Which</u> is your seat?	which
27. flowers	<u>Flowers</u> grow in the garden.	flowers
28. heard	We <u>heard</u> the bell ring.	heard
29. sea	There was a storm at <u>sea</u> .	sea
30. families	Two <u>families</u> lived in the house.	families
31. sale	Apples were on <u>sale</u> .	sale
32. heart	The <u>heart</u> beats.	heart
33. friend	I visited a <u>friend</u> .	friend
34. answer	Be sure you <u>answer</u> carefully.	answer
35. quite	She lives <u>quite</u> near.	quite
36. second	It was the <u>second</u> ball game.	second
37. saving	The boys and girls are <u>saving</u> money.	saving
38. hungry	The long walk made me <u>hungry</u> .	hungry
39. clothes	Take care of your <u>clothes</u> .	clothes
40. piece	It was a <u>piece</u> of paper.	piece
41. pleased	The gift <u>pleased</u> me.	pleased
42. stopped	The clock <u>stopped</u> .	stopped
43. son	The man brought his <u>son</u> to school.	son
44. armies	Both <u>armies</u> fought bravely.	armies
45. wrapped	It was <u>wrapped</u> in paper.	wrapped
46. means	He <u>means</u> what he says.	means
47. note	Write a short <u>note</u> .	note
48. knock	Did someone knock?	knock
49. passing	The plane was <u>passing</u> .	passing
50. dancing	The boys and girls were dancing.	dancing

10.	which	which is very small?	which
11.	where	where is the house?	where
12.	how	how long will it take?	how
13.	what	what was a great day?	what
14.	how	how long lived in the house?	how
15.	what	what was the name of the house?	what
16.	how	how long lived in the house?	how
17.	what	what was the name of the house?	what
18.	how	how long lived in the house?	how
19.	what	what was the name of the house?	what
20.	how	how long lived in the house?	how
21.	what	what was the name of the house?	what
22.	how	how long lived in the house?	how
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44.	how	how long lived in the house?	how
45.	what	what was the name of the house?	what
46.	how	how long lived in the house?	how
47.	what	what was the name of the house?	what
48.	how	how long lived in the house?	how
49.	what	what was the name of the house?	what
50.	how	how long lived in the house?	how



51. changing	When children were <u>changing</u> seats.	changing
52. except	All went <u>except</u> one.	except
53. straight	Draw a <u>straight</u> line.	straight
54. quarter	It is a quarter of a dollar.	quarter
55. friendly	The neighbors were <u>friendly</u> .	friendly
56. fitted	The shoes <u>fitted</u> him.	fitted

Third Grade stops here

For test above the third grade level see \*\*\*

Nichols, Augusta, The Construction and Use of Group Tests for  
Analysis of Spelling Difficulties, Unpublished  
 Doctor's Dissertation, Boston University, 1947.





WORD MEANING TESTDIRECTIONS

"Several words in each row on your paper are related in some way. Draw a line through the related words as you are directed."

"Draw a line through each word that ---

(Repeat the above phrase with each group of words below.)

1. is the name of something we eat.
2. names a part of the body.
3. is the name of an article of clothing.
4. is the name of an animal.
5. names a part of a house.
6. is the name of a building where the people lived.
7. is the name of something usually found in the kitchen.
8. is the name of a place where people work.
9. is the name of a worker.
10. is the name of something that has a sweet taste.
11. means a part or section of something.
12. is a color.
13. means small in size.
14. means a loud noise or sound.
15. means a length of time.
16. is the name of something sharp.
17. means motion or action.
18. is the name of a weapon.
19. is a measure of length or distance.
20. means the ground or a portion of the earth's surface.

THE LEXICON

"General words in use in your paper are related in  
some way. Draw a line through the related words as you are  
checked."

"Draw a line through each word that —"

(Repeat the above phrase with each group of words below.)

1. In the case of something we eat.
2. Means a part of the body.
3. Is the name of an article of clothing.
4. Is the name of a material.
5. Means a part of a house.
6. Is the name of a building where the people live.
7. Is a group of buildings which form a city.
8. Is the name of a place where people work.
9. Is the name of the weather.
10. Is the name of something that is a good thing.
11. Is the name of something that is a bad thing.
12. Is a color.
13. Means well or bad.
14. Means a loud noise or sound.
15. Means a light or dark.
16. Is the name of a building where people work.
17. Means the name of a thing.
18. Is the name of a machine.
19. Is a machine that helps in the house.
20. Means the name of a machine that helps in the house.



21. is the name of a piece of furniture.
22. is the name of a kind of cloth.
23. means a measure.
24. means a covering.
25. means joyous or happy.
26. means courage.
27. means truth or honesty.
28. means praise or commendation.
29. is the name of a boat.
30. is the name given a person who takes things that belong to others.

1. In the year of a king's death.  
2. In the year of a king's death.  
3. In the year of a king's death.  
4. In the year of a king's death.  
5. In the year of a king's death.  
6. In the year of a king's death.  
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46. In the year of a king's death.  
47. In the year of a king's death.  
48. In the year of a king's death.  
49. In the year of a king's death.  
50. In the year of a king's death.



WORD MEANING TESTDIRECTIONS

"Several words in each row below are related in some way.

<sup>D</sup>raw a line through the words as you are directed."

SAMPLE A.            rose    rafter    daisy    ration    violet

SAMPLE B.            gay    chair    board    knock    door    pencil

1. eggs    chasm    plums    potico    lettuce    bouillon
2. arm    foot    peat    brain    elbow    esophagus
3. data    shoes    shirt    episode    sweater    galoshes
4. pig    dog    noun    wolf    monkey    donkey
5. door    wall    tropic    closet    radium    basement
6. camp    house    palace    tapestry    dwelling    domicile
7. cup    skein    basket    stalwert <sup>sp</sup>    cutlery    refrigerator
8. shop    waffle    garage    factory    laboratory    vegetarian
9. doctor    teacher    elusive    bobbin    pilot    physician
10. cake cho    chore    honey    candy    dirigible    confectionary
11. bite    piece    scorn    scrap    harpoon    fragment
12. blue    pink    glade    scarlet    vermilion    pedestrian
13. atom    larynx    little    dwarf    damask    diminutive
14. cry    yell    swath    shriek    desperation    detonation
15. week    recess    minute    mandolin    century    generation
16. ax    fork    thorn    typist    sickle    rapier
17. hop    silt    dance    textile    signal    perambulate
18. gun    hatchet    carbine    hilarity    grenade    lucidity
19. flue    foot    mile    arcade    league    millimeter
20. sod    tense    earth    astronomy    continent    terrain
21. bed    gnome    bureau    cymbal    cabinet    ottoman





22. lid roof cover crime envelope cavalcade  
23. note story flagon epistle gauntlet telegram  
24. satin cotton crucible gingham brigade gabardine  
25. joy glee guage hectic gladness enjoyment  
26. pluck daring excelsior galantry filament fortitude  
27. truce right truthfulness veracity fidelity heredity  
28. flange acclaim eulogize exaltation felicitation approbation  
29. bark yawl quota gondola corvette pneumatic  
30. thug helium bandit object robber highwayman





VISUAL DISCRIMINATION TESTPART IDIRECTIONS

"This is a test to find out how well you recognize the words you see. As a word is flashed on a card, find it in the right row and draw a line through it."

Card with word on it held up for five seconds. Then word crossed out on paper.

WORDS FLASHED TO BE CROSSED OUT

SAMPLES A. denim

B. caper

PART I

- |            |               |
|------------|---------------|
| 1. embrace | 9. falsify    |
| 2. rejoin  | 10. lactic    |
| 3. jovial  | 11. oblivious |
| 4. plenary | 12. generic   |
| 5. marque  | 13. nautical  |
| 6. elicit  | 14. idolize   |
| 7. angular | 15. renegade  |
| 8. falsify |               |

MEMORANDUM

TO THE HONORABLE SECRETARY OF THE INTERIOR  
FROM THE COMMISSIONER OF THE GENERAL LAND OFFICE  
SUBJECT: [Illegible]

[The following text is extremely faint and largely illegible. It appears to be a memorandum detailing land matters, possibly including a list of parcels or a description of a survey. The text is organized into several paragraphs and possibly a table or list structure, but the specific details cannot be discerned.]



VISUAL DISCRIMINATION TESTPART IDIRECTIONS

"This is a test to find out how well you recognize the words you see. As a word is flashed on a card, find it in the right row and draw a line through it."

SAMPLE A. 1. denim 2. demure 3. denial 4. despoil 5. desire

SAMPLE B. 1. capter 2. caper 3. cipher 4. copper 5. cropper

PART I

1. embargo embroil embrace embark emboss
2. reject regent rejoice rejoin requite
3. jangle jargon jocund jovial joiner
4. pleurisy plaintiff plantain planetary plenary
5. marque marital mastiff matrix marquis
6. elusive ellipse elicit elective elixir
7. angrily angular agaric angler agrarian
8. rescind rescript resonant restict<sup>re</sup> resonance
9. fallacy falsify fasity falconry fatality
10. lacerate laconic lacquer lacteal lactic
11. oblivian obsidian oblivious officious officiate
12. genectic generic geometric gastric galvanic
13. nautilus naughty neurotic nauseate nautical
14. idolatry idealize idolize idolater idiotic
15. renegado revenate regulate renggado reprobato

MEMORANDUM

TO : The President  
FROM : The Secretary  
SUBJECT: [Illegible]

1	[Illegible]	[Illegible]	[Illegible]	[Illegible]
2	[Illegible]	[Illegible]	[Illegible]	[Illegible]
3	[Illegible]	[Illegible]	[Illegible]	[Illegible]
4	[Illegible]	[Illegible]	[Illegible]	[Illegible]
5	[Illegible]	[Illegible]	[Illegible]	[Illegible]
6	[Illegible]	[Illegible]	[Illegible]	[Illegible]
7	[Illegible]	[Illegible]	[Illegible]	[Illegible]
8	[Illegible]	[Illegible]	[Illegible]	[Illegible]
9	[Illegible]	[Illegible]	[Illegible]	[Illegible]
10	[Illegible]	[Illegible]	[Illegible]	[Illegible]
11	[Illegible]	[Illegible]	[Illegible]	[Illegible]
12	[Illegible]	[Illegible]	[Illegible]	[Illegible]
13	[Illegible]	[Illegible]	[Illegible]	[Illegible]
14	[Illegible]	[Illegible]	[Illegible]	[Illegible]
15	[Illegible]	[Illegible]	[Illegible]	[Illegible]



VISUAL DISCRIMINATION TESTPART IIDIRECTIONS

"Part II is done differently. This time look at the card as it is flashed but do not draw a line until you are told to do so. Be sure to look away from the test paper while you wait for the direction to write."

Card with word held up for five seconds. Pupils look away for five seconds then told to write.

WORDS FLASHED TO BE CROSSED OUTSAMPLES

A. beadle

B. caviar

1. batten

9. palate

2. vaporize

10. mandolin

3. incision

11. obligate

4. malaria

12. incisive

5. bribery

13. cartilage

6. vacant

14. habitat

7. extension

15. fanciful

8. dermis





VISUAL DISCRIMINATION TESTPART IIDIRECTIONS

"Part II is done differently. This time look at the card as it is flashed but do not draw a line through the word until you are told to do so. Be sure to look away from the test paper while you wait for the directions to write."

PART II

SAMPLE A. 1. beaker 2. beadle 3. beagle 4. bearer 5. batter

SAMPLE B. 1. caustic 2. caster 3. caucus 4. caviar 6. centaur

~~666~~

PART II

1. batten banter baton bitern beacon
2. variation vaporize variance vaporous variable
3. income increase incite incision inscience
4. malice malaria malign malady malarial
5. brevity brewery burglary bribery botany
6. vaccine vacillate vaccinate vacate vacant
7. extension extinction expulsion extortion extraction
8. denim denizen dermis dervish devious
9. palate palette palatial palaver palliate
10. mandate mandible madarin mandrake mandolin
11. oblation obliging obligate oblique obligation
12. inclose incisor inclusion inclusive incisive
13. cartide cartilage carbine carbonic carbuncle
14. habituate habitable habitat halibut habiliment
15. fanaticism fanatical fanastical fanciful fascination





VISUAL DISCRIMINATION TESTPART IIIDIRECTIONS

"This time a word will be flashed on a card. You are to write it from memory. Remember do not write until you are told to do so." (5sec. pause)

"Turn your papers over and on the left hand side number from one to fifteen. Write each word as you are told to do so beside its number."

WORDS TO BE FLASHED AND THEN WRITTEN

- |            |               |
|------------|---------------|
| 1. flagon  | 9. barrage    |
| 2. tannic  | 10. vibrant   |
| 3. helium  | 11. corduroy  |
| 4. doublet | 12. demolish  |
| 5. affable | 13. filigree  |
| 6. lyrical | 14. temerity  |
| 7. quartet | 15. dramatist |
| 8. shellac |               |

THE JOURNAL

198

The first of these is the fact that the journal is a very important one in the history of the world. It is a record of the events of the world, and it is a record of the thoughts of the world. It is a record of the progress of the world, and it is a record of the future of the world. It is a record of the past, and it is a record of the future. It is a record of the world, and it is a record of the world.

THE JOURNAL

The second of these is the fact that the journal is a very important one in the history of the world. It is a record of the events of the world, and it is a record of the thoughts of the world. It is a record of the progress of the world, and it is a record of the future of the world. It is a record of the past, and it is a record of the future. It is a record of the world, and it is a record of the world.

The third of these is the fact that the journal is a very important one in the history of the world. It is a record of the events of the world, and it is a record of the thoughts of the world. It is a record of the progress of the world, and it is a record of the future of the world. It is a record of the past, and it is a record of the future. It is a record of the world, and it is a record of the world.

The fourth of these is the fact that the journal is a very important one in the history of the world. It is a record of the events of the world, and it is a record of the thoughts of the world. It is a record of the progress of the world, and it is a record of the future of the world. It is a record of the past, and it is a record of the future. It is a record of the world, and it is a record of the world.



AUDITORY DISCRIMINATION TESTPART IDIRECTIONS

"Each box in each row below stands for a word. Listen carefully. The word that belongs with each box is pronounced for you. One word contains the sound of some particular letter or letters. The teacher will tell you what the sound is. When you hear it make a cross in the right box."

"Look at sample A on your paper. Do you see the four boxes near A and B? Each box stands for a word. Move your finger along as I say the words that go with the sample. Listen for a word that has the sound of th "w" as in want in it."

SAMPLE A.

1. patch      2. catch      3. watch      4. snatch

"Which word has the sound of "w" in it? What is the number of the box? Yes, box No. 3. Make a cross in the box like this." (Demonstrate at board.)

"Now point to sample B. Move your finger along as I say the words. Listen for a word that has the sound of the letters "rk" as in park in it. Make a cross in the box that stands for the word."

SAMPLE B.

1. margin      2. market      3. merchant      4. mariner

"How many put a cross in box No. 2?" That is right. Do you understand what you are to do? Ready. Listen carefully. Point to row No. 1. Make a cross in the box that stands for a word that contains: (Repeat phrase each time)







1. the letter "p" as in apex
  1. elect      2. erect      3. erupt      4. effect
2. the letters "sp" as in spend
  1. wisp      2. warp      3. waist      4. wept
3. the letter "w" as in wind
  1. beneath      2. bewitch      3. believe      4. besiege
4. the letters "rk" as in park
  1. charge      2. cherish      3. shark      4. sharp
5. the letters "lk" as in walk
  1. rock      2. risk      3. salt      4. talk
6. the letters "nt" as in went
  1. clarinet      2. coronet      3. claimant      4. climate
7. the letters "wh" as in which
  1. wrestle      2. wrestler      3. warship      4. whistler
8. the letters "st" as in dusty
  1. switch      2. stitch      3. snatch      4. clinch
9. the letters "ty" as in twenty
  1. advisory      2. analogy      3. assembly      4. ability
10. the letters "fr" as in frank
  1. fraction      2. action      3. tractor      4. traction
11. the letters "tw" as in twelve
  1. entangle      2. entirely      3. entitle      4. entwine
12. the letters "h" as in hold
  1. vilify      2. purify      3. simplify      4. horrify
13. the letters "cl" as in cloud
  1. selva      2. cleavage      3. ensilage      4. brokerage
14. the letters "b" as in bitter
  1. illuminate      2. electorate      3. fluctuate      4. arbitrate

1. The patient is in a state of ...
2. The patient is in a state of ...
3. The patient is in a state of ...
4. The patient is in a state of ...
5. The patient is in a state of ...
6. The patient is in a state of ...
7. The patient is in a state of ...
8. The patient is in a state of ...
9. The patient is in a state of ...
10. The patient is in a state of ...
11. The patient is in a state of ...
12. The patient is in a state of ...
13. The patient is in a state of ...
14. The patient is in a state of ...
15. The patient is in a state of ...
16. The patient is in a state of ...
17. The patient is in a state of ...
18. The patient is in a state of ...
19. The patient is in a state of ...
20. The patient is in a state of ...



15. the letters "pl" as in temple

1. separately    2. completely    3. absolutely    4. positively

16. the letter "q" as in queer

1. antedate    2. consolidate    3. liquidate    4. populate

17. the letters "tr" as in try

1. patient    2. pathway    3. patience    4. patrol

18. the letters "sw" as in sweet

1. sweeper    2. reaper    3. neeper    4. welter

19. the letter "j" as in justice

1. adapt    2. adjust    3. adrift    4. afield

20. the letters "sm" as in smart

1. smelter    2. welter    3. welfare    4. wekin

THE JOURNAL OF THE

1. The first part of the

2. The second part of the

3. The third part of the

4. The fourth part of the

5. The fifth part of the

6. The sixth part of the

7. The seventh part of the

8. The eighth part of the

9. The ninth part of the

10. The tenth part of the

11. The eleventh part of the

12. The twelfth part of the

13. The thirteenth part of the

14. The fourteenth part of the

15. The fifteenth part of the

16. The sixteenth part of the

17. The seventeenth part of the

18. The eighteenth part of the

19. The nineteenth part of the

20. The twentieth part of the



AUDITORY DISCRIMINATION TESTPART IIDIRECTIONS

"Now turn your paper over and make the numbers from one to twenty in a row on the left side of your paper. Leave enough space between the numbers so that you can write the words I shall pronounce without crowding them. You may not know all the words that I shall say but spell them just the way you think they sound. Do your best."

- |             |              |
|-------------|--------------|
| 1. radium   | 11. distend  |
| 2. limber   | 12. kinship  |
| 3. revert   | 13. torpedo  |
| 4. garnet   | 14. bigoted  |
| 5. domino   | 15. tabulate |
| 6. pedent   | 16. adamant  |
| 7. alimbo   | 17. magnolia |
| 8. bivalve  | 18. intermit |
| 9. tendril  | 19. verbiage |
| 10. paradox | 20. beverage |





AUDITORY DISCRIMINATION TEST

SAMPLE A

--	--	--	--

SAMPLE

--	--	--	--

## PART I

1) 1		2		3		4		11)	1		2		3		4	
2) 1		2		3		4		12)	1		2		3		4	
3) 1		2		3		4		13)	1		2		3		4	
4) 1		2		3		4		14)	1		2		3		4	
5) 1		2		3		4		15)	1		2		3		4	
6) 1		2		3		4		16)	1		2		3		4	
7) 1		2		3		4		17)	1		2		3		4	
8) 1		2		3		4		18)	1		2		3		4	
9) 1		2		3		4		19)	1		2		3		4	
10) 1		2		3		4		20)	1		2		3		4	

PART II (on reverse)

THE UNIVERSITY OF CHICAGO


				(1)					
				(2)					
				(3)					
				(4)					
				(5)					
				(6)					
				(7)					
				(8)					
				(9)					
				(10)					
				(11)					
				(12)					
				(13)					
				(14)					
				(15)					
				(16)					
				(17)					
				(18)					
				(19)					
				(20)					



SPELLING ACHIEVEMENT TESTThird Grade starts here

1.	sun	The <u>sun</u> shines.	sun
2.	all	The girls did <u>all</u> the work.	all
3.	lay	The book <u>lay</u> on the desk.	lay
4.	hair	Comb your <u>hair</u> .	hair
5.	blue	It was a <u>blue</u> dress.	blue
6.	feet	He is six <u>feet</u> tall.	feet
7.	week	He read the book this <u>week</u> .	week
8.	night	Stars shine at <u>night</u> .	night
9.	ride	Did you have a <u>ride</u> ?	ride
10.	mine	These crayons are <u>mine</u> .	mine
11.	kill	The hunter may <u>kill</u> the animal.	kill
12.	there	It rained while we were <u>there</u> .	there
13.	fly	The bird can <u>fly</u> .	fly
14.	coming	He is <u>coming</u> up the street.	coming
15.	thought	I <u>thought</u> of the answer.	thought
16.	suit	Frank has a new <u>suit</u> .	suit
17.	ties	The boy <u>ties</u> his shoe strings.	ties
18.	easy	The lesson is <u>easy</u> .	easy
19.	meet	I will <u>meet</u> you here.	meet
20.	write	<u>Write</u> carefully.	write
21.	driving	He was <u>driving</u> the car.	driving

THE FIRST CHAPTER

<u>First Column</u>		<u>Second Column</u>	
1	the first	1	the first
2	the second	2	the second
3	the third	3	the third
4	the fourth	4	the fourth
5	the fifth	5	the fifth
6	the sixth	6	the sixth
7	the seventh	7	the seventh
8	the eighth	8	the eighth
9	the ninth	9	the ninth
10	the tenth	10	the tenth
11	the eleventh	11	the eleventh
12	the twelfth	12	the twelfth
13	the thirteenth	13	the thirteenth
14	the fourteenth	14	the fourteenth
15	the fifteenth	15	the fifteenth
16	the sixteenth	16	the sixteenth
17	the seventeenth	17	the seventeenth
18	the eighteenth	18	the eighteenth
19	the nineteenth	19	the nineteenth
20	the twentieth	20	the twentieth
21	the twenty-first	21	the twenty-first
22	the twenty-second	22	the twenty-second
23	the twenty-third	23	the twenty-third
24	the twenty-fourth	24	the twenty-fourth
25	the twenty-fifth	25	the twenty-fifth
26	the twenty-sixth	26	the twenty-sixth
27	the twenty-seventh	27	the twenty-seventh
28	the twenty-eighth	28	the twenty-eighth
29	the twenty-ninth	29	the twenty-ninth
30	the thirtieth	30	the thirtieth
31	the thirty-first	31	the thirty-first
32	the thirty-second	32	the thirty-second
33	the thirty-third	33	the thirty-third
34	the thirty-fourth	34	the thirty-fourth
35	the thirty-fifth	35	the thirty-fifth
36	the thirty-sixth	36	the thirty-sixth
37	the thirty-seventh	37	the thirty-seventh
38	the thirty-eighth	38	the thirty-eighth
39	the thirty-ninth	39	the thirty-ninth
40	the fortieth	40	the fortieth
41	the forty-first	41	the forty-first
42	the forty-second	42	the forty-second
43	the forty-third	43	the forty-third
44	the forty-fourth	44	the forty-fourth
45	the forty-fifth	45	the forty-fifth
46	the forty-sixth	46	the forty-sixth
47	the forty-seventh	47	the forty-seventh
48	the forty-eighth	48	the forty-eighth
49	the forty-ninth	49	the forty-ninth
50	the fiftieth	50	the fiftieth
51	the fifty-first	51	the fifty-first
52	the fifty-second	52	the fifty-second
53	the fifty-third	53	the fifty-third
54	the fifty-fourth	54	the fifty-fourth
55	the fifty-fifth	55	the fifty-fifth
56	the fifty-sixth	56	the fifty-sixth
57	the fifty-seventh	57	the fifty-seventh
58	the fifty-eighth	58	the fifty-eighth
59	the fifty-ninth	59	the fifty-ninth
60	the sixtieth	60	the sixtieth
61	the sixty-first	61	the sixty-first
62	the sixty-second	62	the sixty-second
63	the sixty-third	63	the sixty-third
64	the sixty-fourth	64	the sixty-fourth
65	the sixty-fifth	65	the sixty-fifth
66	the sixty-sixth	66	the sixty-sixth
67	the sixty-seventh	67	the sixty-seventh
68	the sixty-eighth	68	the sixty-eighth
69	the sixty-ninth	69	the sixty-ninth
70	the seventieth	70	the seventieth
71	the seventy-first	71	the seventy-first
72	the seventy-second	72	the seventy-second
73	the seventy-third	73	the seventy-third
74	the seventy-fourth	74	the seventy-fourth
75	the seventy-fifth	75	the seventy-fifth
76	the seventy-sixth	76	the seventy-sixth
77	the seventy-seventh	77	the seventy-seventh
78	the seventy-eighth	78	the seventy-eighth
79	the seventy-ninth	79	the seventy-ninth
80	the eightieth	80	the eightieth
81	the eighty-first	81	the eighty-first
82	the eighty-second	82	the eighty-second
83	the eighty-third	83	the eighty-third
84	the eighty-fourth	84	the eighty-fourth
85	the eighty-fifth	85	the eighty-fifth
86	the eighty-sixth	86	the eighty-sixth
87	the eighty-seventh	87	the eighty-seventh
88	the eighty-eighth	88	the eighty-eighth
89	the eighty-ninth	89	the eighty-ninth
90	the ninetieth	90	the ninetieth
91	the ninety-first	91	the ninety-first
92	the ninety-second	92	the ninety-second
93	the ninety-third	93	the ninety-third
94	the ninety-fourth	94	the ninety-fourth
95	the ninety-fifth	95	the ninety-fifth
96	the ninety-sixth	96	the ninety-sixth
97	the ninety-seventh	97	the ninety-seventh
98	the ninety-eighth	98	the ninety-eighth
99	the ninety-ninth	99	the ninety-ninth
100	the hundredth	100	the hundredth



22.	whole	We saw the <u>whole</u> picture.	whole
23.	moving	The car was <u>moving</u> .	moving
24.	bought	He <u>bought</u> a house.	bought
25.	speak	Did the girl <u>speak</u> to you?	speak
26.	yours	The letter is <u>yours</u> .	yours
27.	ground	Snow covered the <u>ground</u> .	ground
28.	dropped	She <u>dropped</u> the box.	dropped
29.	sew	You must <u>sew</u> a fine seam.	sew
30.	climb	<u>Climb</u> up the ladder.	climb
31.	mail	The package came by <u>mail</u> .	mail
32.	nickel	He put a <u>nickel</u> in the slot.	nickel
33.	quick	He is <u>quick</u> on his feet.	quick
34.	wrong	The answer is <u>wrong</u> .	wrong
35.	pennies	Save your <u>pennies</u> .	pennies
36.	laughed	He <u>laughed</u> at the picture.	laughed
37.	writing	He is <u>writing</u> with ink.	writing
38.	weigh	<del>How much</del> do you <u>weigh</u> ?	weigh
39.	quiet	The children were <u>quiet</u> .	quiet
40.	listen	Will you please <u>listen</u> ?	listen
41.	people	Many <u>people</u> were there.	people
42.	forgetting	She was afraid of <u>forgetting</u> the poem.	forgetting
43.	note	She sent a <u>note</u> to the teacher.	note
44.	seems	His work <u>seems</u> satisfactory.	seems
45.	sense	The judge used good <u>sense</u> .	sense
46.	expect	We <u>expect</u> our friend will be late.	expect
47.	ladies	Refreshments were served by the <u>ladies</u> .	ladies

10.	10.	10.	10.
11.	11.	11.	11.
12.	12.	12.	12.
13.	13.	13.	13.
14.	14.	14.	14.
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96.	96.	96.	96.
97.	97.	97.	97.
98.	98.	98.	98.
99.	99.	99.	99.
100.	100.	100.	100.



48.	waste	Do not <u>waste</u> your time.	waste
49.	through	He walked <u>through</u> the woods.	through
50.	ironing	Mother was <u>ironing</u> .	ironing
51.	baking	The cake is <u>baking</u> .	baking
52.	receive	You will <u>receive</u> the letter.	receive
53.	living	They are <u>living</u> in the city.	living
54.	ranch	It was a cattle ranch.	ranch
55.	interest	The story will <u>interest</u> you.	interest
56.	beginning	The rain was <u>beginning</u> to fall.	beginning

Third Grade stops here

For tests above the third grade level see-----

Nichols, Augusta

The Construction and Use of Group Tests for  
Analysis of Spelling Difficulties. Unpublished  
Doctor's Dissertation, Boston University, 1947.





WORD MEANING TESTDIRECTIONS

"Several words in each row on your paper are related in some way. Draw a line through the related words as you are directed."

"Draw a line through each word that ---

(Repeat the above phrase with each group of words below.)

SAMPLE I. is the name of a flower.

SAMPLE II. is the name of something made of wood.

1. is the name of something to eat.
2. names a part of the body.
3. is the name of an article of clothing.
4. is the name of an animal.
5. names a part of a house.
6. is the name of a building where people live.
7. is the name of something usually found in the kitchen.
8. is the name of a place where people work.
9. is the name of a worker.
10. is the name of something that has a sweet taste.
11. means a part of the body.
12. is a color.
13. means small in size.
14. means a loud noise.
15. means a length of time.
16. is the name of something sharp.
17. means motion or action.
18. is the name of a weapon.





19. is a measure of length or distance.
20. means the ground or a portion of the earth's surface.
21. is the name of apice of furniture,.
22. is the name of a kind of cloth.
23. means a message.
24. means a covering.
25. means joyous or happy.
26. means courage.
27. means truth or honesty.
28. means praise or commendation.
29. is the name of a boat.
30. is the name of a person who takes things that belong to others.

1. In a manner of speech or language.
2. Means the extent of a person's knowledge.
3. In the sense of a kind of speech.
4. Means a manner.
5. Means a manner.
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100. Means a manner.



WORD MEANING TEST

SAMPLE I.      rose      rafter      daisy      ration      violet

SAMPLE II.    gay      chair      gone      board      knock      door      pencil

---

1.    apples      array      tomatoes      biscuits      obvious      vegetables
2.    eye      ford      ankle      essential      shoulder      ligament
3.    dress      gloves      luxury      collar      edition      kimona
4.    sheaf      mouse      goat      sliver      rabbit      elephant
5.    room      floor      valise      window      laundry      ceiling
6.    home      hotel      cabin      cottage      castle      plastic
7.    pen      knoll      broom      quartet      pitcher      canister
8.    store      antics      bank      alpaca      hospital      drugstore
9.    keel      cook      farmer      fracas      chiropractor      architect
10.    jiffy      syrup      cookies      parole      pudding      saccharin
11.    some      patch      irony      crumb      forceps      fraction
12.    rose      brown      baton      mauve      lavender      radiation
13.    bit      terse      tiny      wee      microscope      spectacular
14.    shot      shout      studio      tinker      thunder      explosion
15.    day      dike      month      second      decade      fortnight
16.    pin      nail      niche      knife      hatchet      scissors
17.    run      march      veneer      stadium      proceed      meander
18.    club      rifle      dagger      buzzard      bayonet      chandelier
19.    rod      yard      tunic      meter      bazaar      kilometer
20.    land      lurch      soil      squeal      country      paomontory
21.    desk      table      chest      belfry      buffet      secretary





22. cap case caustic awing caverlet chamois
23. word report shellac despatch strategy cablegram
24. lye silk linen collie chambray worsted
25. veranda delight pleasure barbecue felicity gratification
26. bravery vitamin valor referee resolution intrepidity
27. knave honor verity sincerity integrity iridescent
28. lout laud applause compliment palpitate congratulation
29. skiff barge comet canoe vessel vulcanize
30. orchad pirate outlaw burglar naphtha pick-pocket

1. The first part of the report is devoted to a general description of the project and its objectives. It also includes a brief review of the literature on the subject.

2. The second part of the report describes the methodology used in the study. This includes a detailed description of the experimental design, the subjects, and the procedures used to collect and analyze the data.

3. The third part of the report presents the results of the study. This includes a description of the data, a summary of the findings, and a discussion of the implications of the results.

4. The fourth part of the report is a conclusion. It summarizes the main findings of the study and discusses the limitations of the study.

5. The fifth part of the report is a bibliography. It lists all the sources used in the study.



VISUAL DISCRIMINATION TESTPART IDIRECTIONS

"This is a test to find out how well you recognize words you see. As a word is flashed on a card, find it in the right row and draw a line through it."

Card with the word held up for five seconds. Then word crossed out on paper.

WORDS FLASHED TO BE CROSSED OUT

- SAMPLES    A.    impolite  
              B.    majority

PART I

1.    tonic
2.    imperial
3.    gondolier
4.    citadel
5.    harborage
6.    sapient
7.    tabulate
8.    barony
9.    harmonic
10.    magistracy
11.    desserate
12.    identify
13.    tenancy
14.    constrict
15.    obdurate

APPENDIX A

Page 1

This is a list of the words and phrases which are used in the text of the report. The words are listed in alphabetical order, and the phrases are listed in the order in which they appear in the text. The words are listed in the left column, and the phrases are listed in the right column. The words are listed in the left column, and the phrases are listed in the right column.

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VISUAL DISCRIMINATION TESTPART II

SAMPLE A 1. import 2. implant 3. impolite 4. implore  
5. impolitic

SAMPLE B 1. major 2. majority 3. majestic 4. majesty  
5. majestic

- 1.
1. toscin    tonic    tannic    toxic    toxin
2. imperial    impinge    impiety    impetus    imperial
3. gondolier    glandular    globular    gondola    gladiator
4. cirque    citadel    citation    citizen    civilian
5. hangar    harangue    herbage    harborage    harbringer
6. sapience    sceptic    sapient    scathe    sapless
7. tableau    tabulate    tabouret    tabulation    tabular
8. barium    baronage    barrage    babonical    barony
9. harmonic    hermetical    harmonize    hermitage    heroical
10. magisterial    magnetize    magical    magistracy    magnificent
11. dislocate    desecrate    domesticate    desiccate    delineate
12. identity    identical    identify    idealist    idealize
13. tannery    tenancy    tangent    tenantry    tenacity
14. convict    constraint    constrictive    constriction    constrain
15. obligate    obduracy    oblisk    obsolete    obdurate

TABLE 1

TABLE 1

1. Japan 2. United States 3. United Kingdom 4. France 5. Italy 6. Germany 7. Canada 8. Australia 9. New Zealand 10. South Africa 11. India 12. China 13. Soviet Union 14. Poland 15. Czech Republic 16. Slovakia 17. Hungary 18. Romania 19. Bulgaria 20. Greece 21. Turkey 22. Yugoslavia 23. Albania 24. North Macedonia 25. Serbia 26. Montenegro 27. Bosnia and Herzegovina 28. Croatia 29. Slovenia 30. Lithuania 31. Latvia 32. Estonia 33. Finland 34. Sweden 35. Norway 36. Denmark 37. Netherlands 38. Belgium 39. Luxembourg 40. Austria 41. Switzerland 42. Liechtenstein 43. Monaco 44. San Marino 45. Vatican City 46. Andorra 47. Gibraltar 48. Jersey 49. Guernsey 50. Isle of Man 51. Channel Islands 52. Falkland Islands 53. British Antarctic Territory 54. British Indian Ocean Territory 55. British Virgin Islands 56. British Overseas Territory of the Cayman Islands 57. British Overseas Territory of the Turks and Caicos Islands 58. British Overseas Territory of the Anguilla 59. British Overseas Territory of the Montserrat 60. British Overseas Territory of the Saint Helena, Ascension and Tristan da Cunha 61. British Overseas Territory of the Pitcairn Islands 62. British Overseas Territory of the Virgin Islands 63. British Overseas Territory of the Falkland Islands 64. British Overseas Territory of the Gibraltar 65. British Overseas Territory of the Jersey 66. British Overseas Territory of the Guernsey 67. British Overseas Territory of the Isle of Man 68. British Overseas Territory of the Channel Islands 69. British Overseas Territory of the Falkland Islands 70. British Overseas Territory of the Gibraltar 71. British Overseas Territory of the Jersey 72. British Overseas Territory of the Guernsey 73. British Overseas Territory of the Isle of Man 74. British Overseas Territory of the Channel Islands 75. British Overseas Territory of the Falkland Islands 76. British Overseas Territory of the Gibraltar 77. British Overseas Territory of the Jersey 78. British Overseas Territory of the Guernsey 79. British Overseas Territory of the Isle of Man 80. British Overseas Territory of the Channel Islands 81. British Overseas Territory of the Falkland Islands 82. British Overseas Territory of the Gibraltar 83. British Overseas Territory of the Jersey 84. British Overseas Territory of the Guernsey 85. British Overseas Territory of the Isle of Man 86. British Overseas Territory of the Channel Islands 87. British Overseas Territory of the Falkland Islands 88. British Overseas Territory of the Gibraltar 89. British Overseas Territory of the Jersey 90. British Overseas Territory of the Guernsey 91. British Overseas Territory of the Isle of Man 92. British Overseas Territory of the Channel Islands 93. British Overseas Territory of the Falkland Islands 94. British Overseas Territory of the Gibraltar 95. British Overseas Territory of the Jersey 96. British Overseas Territory of the Guernsey 97. British Overseas Territory of the Isle of Man 98. British Overseas Territory of the Channel Islands 99. British Overseas Territory of the Falkland Islands 100. British Overseas Territory of the Gibraltar

1.	Japan	2.	United States	3.	United Kingdom	4.	France	5.	Italy	6.	Germany	7.	Canada	8.	Australia	9.	New Zealand	10.	South Africa	11.	India	12.	China	13.	Soviet Union	14.	Poland	15.	Czech Republic	16.	Slovakia	17.	Hungary	18.	Romania	19.	Bulgaria	20.	Greece	21.	Turkey	22.	Yugoslavia	23.	Albania	24.	North Macedonia	25.	Serbia	26.	Montenegro	27.	Bosnia and Herzegovina	28.	Croatia	29.	Slovenia	30.	Lithuania	31.	Latvia	32.	Estonia	33.	Finland	34.	Sweden	35.	Norway	36.	Denmark	37.	Netherlands	38.	Belgium	39.	Luxembourg	40.	Austria	41.	Switzerland	42.	Liechtenstein	43.	Monaco	44.	San Marino	45.	Vatican City	46.	Andorra	47.	Gibraltar	48.	Jersey	49.	Guernsey	50.	Isle of Man	51.	Channel Islands	52.	Falkland Islands	53.	British Antarctic Territory	54.	British Indian Ocean Territory	55.	British Virgin Islands	56.	British Overseas Territory of the Cayman Islands	57.	British Overseas Territory of the Turks and Caicos Islands	58.	British Overseas Territory of the Anguilla	59.	British Overseas Territory of the Montserrat	60.	British Overseas Territory of the Saint Helena, Ascension and Tristan da Cunha	61.	British Overseas Territory of the Pitcairn Islands	62.	British Overseas Territory of the Virgin Islands	63.	British Overseas Territory of the Falkland Islands	64.	British Overseas Territory of the Gibraltar	65.	British Overseas Territory of the Jersey	66.	British Overseas Territory of the Guernsey	67.	British Overseas Territory of the Isle of Man	68.	British Overseas Territory of the Channel Islands	69.	British Overseas Territory of the Falkland Islands	70.	British Overseas Territory of the Gibraltar	71.	British Overseas Territory of the Jersey	72.	British Overseas Territory of the Guernsey	73.	British Overseas Territory of the Isle of Man	74.	British Overseas Territory of the Channel Islands	75.	British Overseas Territory of the Falkland Islands	76.	British Overseas Territory of the Gibraltar	77.	British Overseas Territory of the Jersey	78.	British Overseas Territory of the Guernsey	79.	British Overseas Territory of the Isle of Man	80.	British Overseas Territory of the Channel Islands	81.	British Overseas Territory of the Falkland Islands	82.	British Overseas Territory of the Gibraltar	83.	British Overseas Territory of the Jersey	84.	British Overseas Territory of the Guernsey	85.	British Overseas Territory of the Isle of Man	86.	British Overseas Territory of the Channel Islands	87.	British Overseas Territory of the Falkland Islands	88.	British Overseas Territory of the Gibraltar	89.	British Overseas Territory of the Jersey	90.	British Overseas Territory of the Guernsey	91.	British Overseas Territory of the Isle of Man	92.	British Overseas Territory of the Channel Islands	93.	British Overseas Territory of the Falkland Islands	94.	British Overseas Territory of the Gibraltar	95.	British Overseas Territory of the Jersey	96.	British Overseas Territory of the Guernsey	97.	British Overseas Territory of the Isle of Man	98.	British Overseas Territory of the Channel Islands	99.	British Overseas Territory of the Falkland Islands	100.	British Overseas Territory of the Gibraltar
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VISUAL DISCRIMINATION TESTPART IIDIRECTIONS

"Part II is done differently. This time look at the card as it is flashed but do not draw a line through the word until you are told to do so. Be sure to look away from the test paper while you wait for the directions to write."

Card held up for five seconds. Pupils look away for five seconds, then told to write.

---

WORDS FLASHED TO BE CROSSED OUT

SAMPLES A, ~~abduct~~

B. decipher

PART II

- |               |                |
|---------------|----------------|
| 1. warren     | 11. barrister  |
| 2. pastern    | 12. regimen    |
| 3. caput      | 13. generality |
| 4. vigilant   | 14. tangible   |
| 5. cruiser    | 15. hermetical |
| 6. transute   |                |
| 7. fabulous   |                |
| 8. schismatic |                |
| 9. dialectic  |                |
| 10. nectarine |                |

Part 1 is now finished. The first part of the

work on the second part is now in progress. It is

the first part of the second part. It is now in

progress. The first part of the second part is

now in progress.

Part 2 is now finished. The first part of the

work on the second part is now in progress. It is

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VISUAL DISCRIMINATION TESTPART I

SAMPLE A 1. abrogate 2. abduct 3. abdicate 4. actuate 5. adulterate

SAMPLE B 1. deceiver 2. decanter 3. defender 4. decipher  
5. debater

1. warner warrent warren winnow wicket
2. penal pecan pastel pastern pelican
3. caption captious capsule captos caput
4. villainy villainous vigilance vigilant virulent
5. cruet cruise cruiser crucial crucible
6. transmute transmitter trimeter trimmer triumvir
7. fabricate fabulous fabrication facilitate foretaste
8. schemer scism scismatic scenario scimitar
9. dialectic dielectric dietetic diabolic didactic
10. nectar nebula nebulous nitrous nectarine
11. barrette barrow barracks barrister baroness
12. regim<sub>e</sub> barrow barracks barrister baroness
13. generalize generic genera generality generative
14. tangible timbrel tangerine tamarind tambourine
15. hermitage hermetical heroic heretical herculean

VIETNAM INDEPENDENCE

Page 1

1. The first step in the process of achieving independence is the establishment of a national government. This government should be based on the principles of democracy and should be elected by the people. It should be responsible for the administration of the country and for the protection of the rights of its citizens.

2. The second step is the establishment of a national army. This army should be trained and equipped to defend the country against foreign aggression. It should be loyal to the national government and to the people.

3. The third step is the establishment of a national economy. This economy should be based on the principles of self-reliance and should be able to provide for the needs of the people. It should be able to produce goods and services that are needed for the country's development.

4. The fourth step is the establishment of a national culture. This culture should be based on the principles of tradition and should be able to provide a sense of identity and pride to the people. It should be able to preserve the country's heritage and to promote its values.

5. The fifth step is the establishment of a national education system. This system should be based on the principles of equality and should be able to provide a quality education to all children. It should be able to prepare the young people for the challenges of the future.

6. The sixth step is the establishment of a national foreign policy. This policy should be based on the principles of peace and should be able to protect the country's interests in the international community. It should be able to establish friendly relations with other countries.

7. The seventh step is the establishment of a national social system. This system should be based on the principles of justice and should be able to provide for the welfare of the people. It should be able to ensure that all citizens have access to the basic necessities of life.

8. The eighth step is the establishment of a national legal system. This system should be based on the principles of law and should be able to provide a framework for the country's governance. It should be able to ensure that all citizens are treated equally under the law.

9. The ninth step is the establishment of a national media system. This system should be based on the principles of freedom of expression and should be able to provide the people with accurate and unbiased information. It should be able to promote the country's interests and to hold the government accountable.

10. The tenth step is the establishment of a national sports system. This system should be based on the principles of health and should be able to provide the people with opportunities for physical activity. It should be able to promote the country's image and to foster a sense of national pride.



VISUAL DISCRIMINATION TESTPART IIIDIRECTIONS

"This time a word will be flashed on a card. You are to write it from memory. Remember do not write until you are told to do so." (5 seconds pause before writing)

"Turn your paper over and on the left hand side number from one to fif-teen. Write each word as you are told to do so beside its number."

WORDS FLASHED TO BE WRITTEN

1. kmelt
2. girder
3. studio
4. escort
5. adverb
6. lintel
7. radium
8. verdant
9. deflect
10. hexagon
11. brazier
12. fallacy
13. navigate
14. ferocity
15. terminus

1. The first step in the process is to identify the problem. This is often done by the project manager or a steering committee. The problem is then defined in terms of its scope, objectives, and constraints. This step is crucial because it sets the direction for the entire project and ensures that everyone is working towards the same goal.

2. The second step is to develop a project plan. This involves defining the project's scope, objectives, and constraints, and then developing a detailed plan of action. The plan should include a timeline, a budget, and a risk management strategy. It should also identify the key stakeholders and their roles in the project.

3. The third step is to execute the project plan. This involves implementing the plan and monitoring the project's progress. The project manager should ensure that the project is on track and that any issues are identified and resolved as soon as possible. It is also important to communicate regularly with the stakeholders to keep them informed of the project's status and to seek their input and feedback.

- 4. The fourth step is to close the project. This involves evaluating the project's performance and identifying lessons learned. The project manager should ensure that all project objectives have been met and that the project is closed in a timely and efficient manner.
- 5. The fifth step is to evaluate the project's performance. This involves assessing the project's success in terms of its objectives, budget, and timeline. The project manager should identify any areas for improvement and use the lessons learned to inform future projects.
- 6. The sixth step is to identify lessons learned. This involves reflecting on the project's experience and identifying any areas for improvement. The project manager should ensure that the lessons learned are documented and shared with the project team and other stakeholders.
- 7. The seventh step is to document the project's experience. This involves creating a project report that summarizes the project's objectives, plan, execution, and results. The report should also include any lessons learned and recommendations for future projects.
- 8. The eighth step is to share the project's experience. This involves presenting the project report to the project team and other stakeholders. The project manager should ensure that the project's experience is shared with the project team and other stakeholders to ensure that they can learn from the project's experience.
- 9. The ninth step is to present the project report. This involves presenting the project report to the project team and other stakeholders. The project manager should ensure that the project's experience is shared with the project team and other stakeholders to ensure that they can learn from the project's experience.
- 10. The tenth step is to ensure that the project's experience is shared with the project team and other stakeholders. This involves presenting the project report to the project team and other stakeholders. The project manager should ensure that the project's experience is shared with the project team and other stakeholders to ensure that they can learn from the project's experience.



AUDITORY DISCRIMINATION TESTPART IDIRECTIONS

"Look at Sample A on your paper. Do you see the four boxes near A and B? Each box stands for a word. Move your finger along as I say the words that go with Sample A. Listen for a word that has the sound of the "w" in went in it."

SAMPLE A    1. patch    2. catch    3. watch    4. snatch

"Which word had the sound o "w" in it? What is the number of the box that stood for the word? Yes, box No. 3.

Make a cross in the box like this; (Demonstrate at the board.)

"Now point to Sample B. Move your finger along as I say the words. Listen for a word that has the sound of the letters "rk" as in park in it. Make a cross in the box that stands for that word."

SAMPLE B    1. margin    2. market    3. merchant    4. mariner

"How many put a cross in box No. 2? That is right. Do you understand what you are to do? Ready. Listen carefully.

Point to row No. 1. Make a cross in the box that stands for a word that contains:

1. the letters "tr as in tree

1. believe    2. retrieve    3. deceive    4. perceive

2. the letters "nk" as in thank

1. crane    2. crank    3. crock    4. creek

3. the letters "l" as in gruel

1. furnace    2. farmer    3. formal    4. former

4. the letters "gr" as in great

1. peaceful    2. harmful    3. painful    4. graceful

5. the letter "g" as in rang

1. oblong    2. oblique    3. obscure    4. observe







AUDITORY DISCRIMINATION TESTPART IIDIRECTIONS

"Now turn your paper over and make the numbers from one to twenty in a row at the left side of your paper. Leave enough space between the numbers so that you can write the words I shall say without crowding them. You may think know all the words I shall give you but spell them just as you think they sound. Do your best."

- |             |               |
|-------------|---------------|
| 1. kodak    | 11. papapet   |
| 2. baton    | 12. segment   |
| 3. tannin   | 13. liniment  |
| 4. rodent   | 14. impotent  |
| 5. dormer   | 15. starling  |
| 6. impel    | 16. bigoted   |
| 7. bodkin   | 17. pretender |
| 8. turbid   | 18. mandolin  |
| 9. minaret  | 19. meander   |
| 10. distort | 20. bobbin    |

THE HISTORY OF THE

CHAPTER I

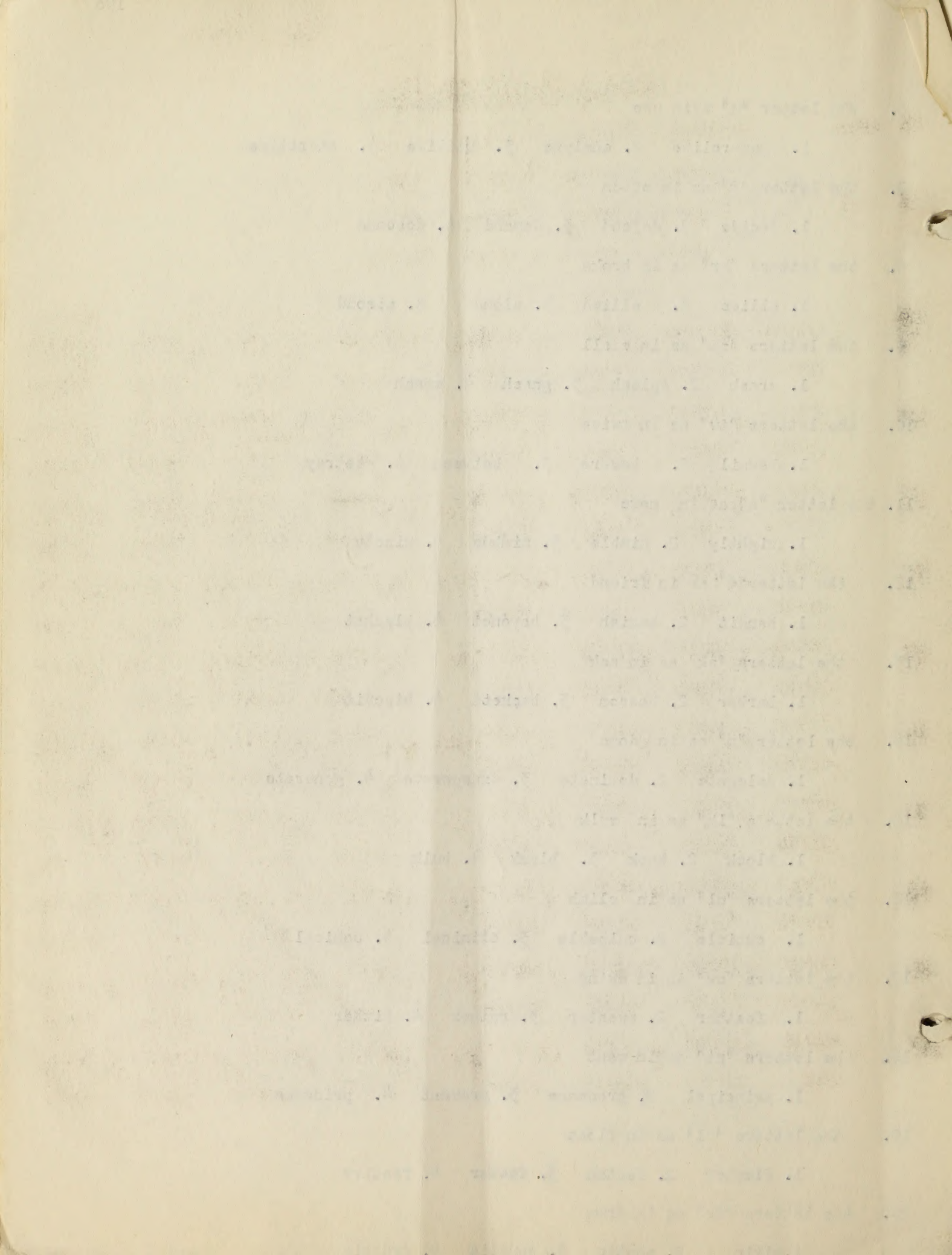
THE first thing that I did when I came to this place was to go to the office and see what was going on. I found that the work was very much behind hand, and that the people were very much dissatisfied with the way in which the business was conducted. I then went to the bank and saw the manager, and then to the warehouse and saw the clerk. I found that the accounts were all wrong, and that the goods were all spoiled. I then went to the shop and saw the customers, and then to the street and saw the people. I found that the people were very poor, and that they were all suffering from the same disease. I then went to the hospital and saw the doctor, and then to the church and saw the minister. I found that the minister was a very good man, and that the people were all very much devoted to him. I then went to the school and saw the teacher, and then to the library and saw the books. I found that the teacher was a very good man, and that the books were all very much interesting. I then went to the market and saw the goods, and then to the street and saw the people. I found that the people were very poor, and that they were all suffering from the same disease. I then went to the hospital and saw the doctor, and then to the church and saw the minister. I found that the minister was a very good man, and that the people were all very much devoted to him. I then went to the school and saw the teacher, and then to the library and saw the books. I found that the teacher was a very good man, and that the books were all very much interesting.

1. The first thing that I did when I came to this place was to go to the office and see what was going on.
2. I found that the work was very much behind hand, and that the people were very much dissatisfied with the way in which the business was conducted.
3. I then went to the bank and saw the manager, and then to the warehouse and saw the clerk.
4. I found that the accounts were all wrong, and that the goods were all spoiled.
5. I then went to the shop and saw the customers, and then to the street and saw the people.
6. I found that the people were very poor, and that they were all suffering from the same disease.
7. I then went to the hospital and saw the doctor, and then to the church and saw the minister.
8. I found that the minister was a very good man, and that the people were all very much devoted to him.
9. I then went to the school and saw the teacher, and then to the library and saw the books.
10. I found that the teacher was a very good man, and that the books were all very much interesting.
11. I then went to the market and saw the goods, and then to the street and saw the people.
12. I found that the people were very poor, and that they were all suffering from the same disease.
13. I then went to the hospital and saw the doctor, and then to the church and saw the minister.
14. I found that the minister was a very good man, and that the people were all very much devoted to him.
15. I then went to the school and saw the teacher, and then to the library and saw the books.
16. I found that the teacher was a very good man, and that the books were all very much interesting.
17. I then went to the market and saw the goods, and then to the street and saw the people.
18. I found that the people were very poor, and that they were all suffering from the same disease.
19. I then went to the hospital and saw the doctor, and then to the church and saw the minister.
20. I found that the minister was a very good man, and that the people were all very much devoted to him.



6. the letter "u" as in use
  1. generalize 2. analyze 3. utilize 4. sterilize
7. the letter "f" as in often
  1. decide 2. defend 3. demand 4. descend
8. the letters "br" as in broke
  1. allies 2. allied 3. aloud 4. abroad
9. the letters "sm" as in small
  1. crash 2. splash 3. ~~glash~~ 4. smash
10. the letters "tw" as in twice
  1. bewail 2. beware 3. between 4. betray
11. the letter "s" as in news
  1. nightly 2. nimble 3. nimbus 4. ninety
12. the letter "d" as in friend
  1. banding 2. banish 3. bayonet 4. blanket
13. the letters "sk" as in ask
  1. barber 2. beacon 3. ~~basinet~~ 4. biscuit
14. the letter "m" as in dome
  1. delegate 2. dominate 3. exasperate 4. generate
15. the letters "lk" as in sulk
  1. block 2. book 3. blank 4. bulk
16. the letters "cl" as in climb
  1. cuticle 2. culpable 3. clinical 4. comical
17. the letters "sw" as in swing
  1. feather 2. sweater 3. rather 4. hither
18. the letters "nt" as in went
  1. principal 2. presence 3. present 4. princess
19. the letters "fl" as in float
  1. fluster 2. fasten 3. foster 4. festive
20. the letters "dr" as in drum







AUDITORY DISCRIMINATION TEST

SAMPLE A

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SAMPLE B

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## PART I

1)	1	2	3	4	11)	1	2	3	4
2)	1	2	3	4	12)	1	2	3	4
3)	1	2	3	4	13)	1	2	3	4
4)	1	2	3	4	14)	1	2	3	4
5)	1	2	3	4	15)	1	2	3	4
6)	1	2	3	4	16)	1	2	3	4
7)	1	2	3	4	17)	1	2	3	4
8)	1	2	3	4	18)	1	2	3	4
9)	1	2	3	4	19)	1	2	3	4
10)	1	2	3	4	20)	1	2	3	4









